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The relationship between participation in community service-learning projects and personal and leadership life skills development in Louisiana high school 4-H leadership activities

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THE RELATIONSHIP BETWEEN PARTICIPATION IN COMMUNITY SERVICE-LEARNING PROJECTS AND PERSONAL AND LEADERSHIP LIFE SKILLS DEVELOPMENT IN LOUISIANA HIGH SCHOOL 4-H LEADERSHIP ACTIVITIES

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In loving memory of:

Floyd H. Phelps

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ABSTRACT

Evidence does not exist that documents the effectiveness of Louisiana 4-H community service-learning projects. The purpose of this study is to compare self-reported perceptions of personal and leadership life skills development of Louisiana high school 4-H leadership activity participants by whether they participate in the 4-H Junior Leader Club (JLC) and/or the CHARACTER COUNTS! (CC) peer teaching program.

The target population for this study was all high school students who participated in either the CC peer teaching program or the 4-H JLC. Therefore, this study was limited to those parishes that have both a CC peer teaching program and a 4-H JLC. A survey instrument was mailed to 321 high school students with 165 surveys returned. The survey instrument for this study was the Leadership and Personal Development Inventory (LPDI) developed by Richard Carter (1989).

Louisiana high school 4-H leadership participants are typically 15 years old, female, white, live in towns with a population under 10,000 and receive mostly A's and B's in high school. Mean scores for the LPDI indicated that participants agreed they demonstrated the items on the inventory. Results showed no difference existed in the perceived personal and leadership life skills development among the three groups on the LPDI. Membership in 4-H JLC explained a small amount of the variance (2.4%) in the development of personal and leadership life skills after variance in personal and demographic variables were controlled.

Further research should consider using the researcher's reconfigured scales from Carter's (1989) Leadership and Personal Development Inventory survey to study 4-H participants involved in a more structured 4-H experience that has requirements to complete membership.

CHAPTER 1: INTRODUCTION

Rationale

4-H is a youth development organization aimed at helping all youth reach their fullest potential through developing life skills, learning by doing, and utilizing the knowledge of the land-grant university system. The 4-H organization ties both public and private resources together for the purpose of helping young people. Nationally, there are over seven million participants in the 4-H Youth Development Program, and in Louisiana, 4-H serves over 81,000 of those youth. The youth range in age from 9-19 and participate in over 50 project areas (USDA, 2003).

The four "H's" represent the head, heart, hands, and health of a young person. The 4-H pledge is repeated many times a month across this nation in local 4-H club meetings. It is a promise by which thousands of young people pledge to become better citizens within their communities. These four "H's" are congruent with the four aspects of a psychologically mature person. A psychologically mature person is a problem solver (head), empathic (heart), acts on democratic values (hands), and is autonomous and self-directed (health). It is through citizenship that youth pledge their hands to larger service, a commitment to making a difference in their communities (McDaniel, 1998).

4-H is committed to making a difference in the lives of young people through the development of life skills. What are life skills? Life skills are learned psycho-social skills which include some non-academic skills, attitudes, and behaviors such as anxiety management, effective interpersonal relationship behaviors, and development of the skill of decision making and problem solving (Cisek and George, 1985). They are tools used for coping with daily circumstances, making important decisions, and enhancing the quality of life (Mullen, 1998).

Also, they involve the use of knowledge, skills, and experience to meet everyday needs in a variety of situations and help people function as adults in society. Citizenship and leadership skills, learning how to learn, and the ability to cope with change are all part of the 4-H educational experience. By developing life skills youth are able to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others. (Gobeli, 1989).

In 1986, the Extension Committee on Organization and Policy (ECOP) approved nine objectives that were categorized into three types of life skills. The nine objectives were

Competency

- Learn and use accepted practices for mental, physical, emotional, and social health.
- Acquire subject matter skills and knowledge in certain areas of agriculture, home economics, and science and technology.
- Explore and evaluate career and job opportunities.
- Develop and practice responsible skills related to the environment.

Coping

- Acquire a positive self concept.
- Learn to respect and get along with other people.
- Establish positive attitudes toward productive use of leisure.

Contributory

- Learn and practice leadership skills and fulfill leadership roles.
- Participate in community affairs.

"Competency" skills develop knowledge and subject matter skills. "Coping" skills increase a youth's ability to deal directly with stressful situations and their self concept. And, "Contributory" skills increase social skills which allow youth to overcome situational and/or personal barriers (Miller, 1991; Thomason, 1992; Waguespack, 1988).

The National 4-H Council entered into a partnership in 1996 with the National Ad Council to promote service to the community. The title of the campaign was "The 4-H Youth

Voices in Action." The campaign gave 4-H the opportunity to emphasize and expand on something already being done. The ad campaign emphasized service to the community. The campaign not only encouraged youth to volunteer in their community, but also served as a recruiting tool for 4-H (LSU AgCenter, 1998).

In 1997, Dr. Stephen R. Mullen, then Division Leader for 4-H Youth Development in Louisiana, brought together a group of experts to develop a training component in the Youth Voices and Action Campaign training materials. This training curriculum (Seals, 1998) was a step-by-step guide for implementing community service-learning (CSL) projects by a 4-H'er or 4-H club. It provided youth a step-by-step process and a checklist for planning and doing community service-learning projects. Also, it was a teaching tool for preparing community service organizers, youth volunteers, and community collaborators.

In Louisiana 4-H community service-learning, youth learn and develop through active participation in thoughtfully organized service experiences that meet community needs, that are coordinated in a collaborative effort between 4-H and other individuals or groups, that provide structured reflection time for youth to think, talk and write about what they experience, that provide opportunities for young people to apply 4-H project skills and knowledge in real life situations in their own communities, that enhance what is taught in 4-H by extending learning into the community, that entail long term involvement which may last from one to six months or longer, and that help foster a sense of caring for others.

4-H recognizes the importance of developing life skills in young people. In Louisiana, the 4-H Youth Development program is promoting the development of life skills through participation in community service-learning projects. Community service has long been an

integral part of the 4-H program, but some educators feel that young people benefit much more from long-term service projects than a one-time service project.

Through the experiential learning process, youth internalize knowledge and gain ability to apply life skills appropriately. The experiential learning process is based on five steps. The steps include experience (do it), reflect (what happened), process (what's important), generalize (so what), and apply (now what). This process was created from David A. Kolb's model of four elements: concrete experience, observation and reflection, the formation of abstract concepts and testing in new situations. The experiential learning process begins with a person carrying out a particular action (experience) and then seeing the effect of the action in this situation (reflect). The third step is to understand these effects in the particular instance so that if the same action was taken in the same circumstances it would be possible to anticipate what would follow from the action (process). In this pattern the fourth step would be understanding the general principle under which the particular instance falls (generalize). When the general principle is understood, the last step, according to Kolb, is its application through action in a new circumstance within the range of generalization (apply; Smith, 2001). Community service-learning is built on the experiential learning process that provides young people with an opportunity to develop necessary life skills by having the learner actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.

In 2002, the National 4-H Council published its 4-H strategic plan for the next five years. The National 4-H Strategic Plan consists of five fundamental principles. The principles are: The Power of Youth; Access, Equity, and Opportunity; An Extraordinary Place to Learn; Exceptional People, Innovative Practices; and Effective Organizational Systems. The first of the five

fundamental principles, The Power of Youth, is applicable to this study. Under this principle the question was asked "What does it take for youth to become fully engaged as valued partners?". Goal three under The Power of Youth is that 4-H youth will develop an ethic of philanthropy and civic engagement. Listed under this goal are two recommendations that engage youth in their communities. The first is to ensure that all youth have opportunities for service-learning and community service. The second recommendation is to engage youth in hands-on philanthropic learning experiences (National 4-H Council, 2002).

Statement of the Problem

The Louisiana Cooperative Extension Service is constantly facing demands by funding agencies for evidence of programming impacts. In 1993, the 103rd Congress of the United States of America enacted the Government Performance and Results Act (GPRA). One purpose of this Act is to help federal managers improve service delivery by requiring that they plan for meeting program objectives and by providing them with information about program results and service quality. Evidence does not exist that documents the effectiveness of Louisiana 4-H community service-learning projects. This study was designed in an effort to provide some evidence of the effectiveness of a community service-learning project as related to the specific development of personal and leadership life skills in Louisiana high school 4-H leadership activity participants.

Purpose and Objectives of the Study

The purpose of this study was to compare self-reported perceptions of personal and leadership life skills (Carter, 1989) development of Louisiana high school 4-H leadership activity participants by whether they participate in the 4-H Junior Leader Club (JLC), CHARACTER COUNTS! (CC) peer teaching programs or both 4-H JLC and CC peer teaching. A formal community service-learning project (CHARACTER COUNTS peer teaching) has six

hours of participation in one project area that incorporates a structured reflection piece as part of the overall service-learning experience. A non-formal community service project (4-H Junior Leader Club) is a one time service project that does not incorporate a reflection piece. The objectives of the study are

1. To describe Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching on the following selected demographic characteristics: age, grade in school, gender, ethnicity, place of residence, years in 4-H, membership in other extracurricular activities, and grades in school.
2. To describe Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching on personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989).
3. To compare the personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) by whether Louisiana high school students participate in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching.
4. To determine if a relationship exists between personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) and the following selected demographic characteristics of Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching: age, grade in school, gender, ethnicity, place of residence, years in 4-H, membership in extracurricular activities, and grades in school.

5. To determine if a model exists explaining a significant portion of the variance in personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) from whether Louisiana high school students participate in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching.

Definition of Terms

Life Skills - learned psycho-social skills which include some non-academic skills, attitudes, and behaviors such as: anxiety management, effective interpersonal relationship behaviors and development of the skill of decision making and problem solving. They involve the use of knowledge, skills, and experience to meet everyday needs in a variety of situations and help people function as adults in society (Gobeli, 1989).

Community Service - activities sponsored by a school which help address some community need such as can drives or fund raisers (National Service-Learning Clearinghouse/Cooperative, 1995).

Community Service-learning - learning as well as service is emphasized. Service is integrated into the academic/project curriculum. Structured reflection is a core element. Students serve because they want to help others. Service-learning seeks to foster a life-long commitment to volunteering (National Service-Learning Clearinghouse/Cooperative, 1995).

Experiential Learning Process - A learning/teaching process composed of five separate but interrelated steps. The process begins with an individual or group learning exercise and ends with discussion of how what was learned can be applied to other settings in the "real world" (Hendricks, 1996).

CHARACTER COUNTS! - A coalition to fortify the lives of America's young people with consensus ethical values called the "Six Pillars of Character." These values, which transcend

divisions of race, creed, politics, gender and wealth are trustworthiness, respect, responsibility, fairness, caring and citizenship (Josephson Institute of Ethics, 2001).

The figure shown below provides an illustration of the researcher's model for this study.

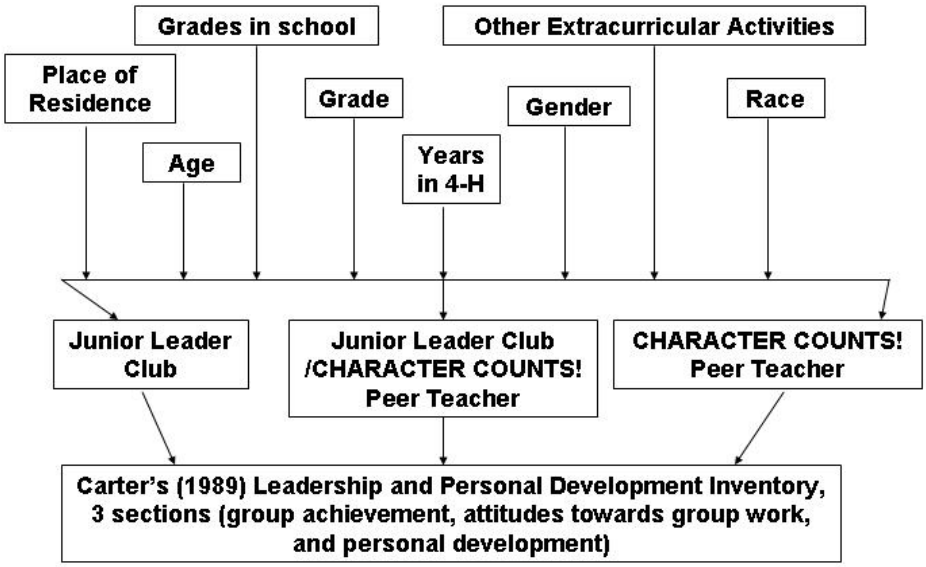

Figure 1. Phelps Model For Personal and Leadership Life Skills Development for Louisiana High School 4-H Leadership Activity Participants.

CHAPTER 2: REVIEW OF LITERATURE

What is 4-H?

4-H is a non-formal educational program designed to improve the cognitive and perceptual skills of youth (USDA, 1980) by emphasizing a "learning by doing" approach through projects, programs, and activities. It is the Cooperative Extension Service's dynamic, non-formal, educational program for today's young people. This youth development program partners the cooperative efforts of youth, volunteer leaders, state land-grant universities, state and local governments, 4-H Foundations, and the Cooperative State Research, Educational and Extension Service of the United States Department of Agriculture (National 4-H Council, 2002).

There are two predominant program delivery modes used in 4-H. They are clubs and school enrichment programs (Rollins, Scholl and Scanlon, 1992). The 4-H club program in Louisiana is part of the public/private school system. Each 4-H club is directed by a school mandated volunteer leader, usually a teacher, who provides overall leadership to the club membership. A typical 4-H club has elected officers who direct the monthly club meetings. The outline for club meetings includes an order of business, demonstrations, and an educational program presented by the 4-H faculty. One of the main goals of 4-H is to instill an ethic of service in young people. Club plan and conduct several service projects throughout the year. Over the past several years there has been a push to move from service projects to community service-learning projects by incorporating service with project learning or individual 4-H club goals. Recent literature indicates that students benefit much more from sustained service projects than a one-time service project (Youth Service America, 1999).

In February 2002, the Extension Committee on Organization and Policy (ECOP) released a report titled *A Vision for the 21st Century*. This report further supported the advancement of

4-H programming efforts to move from one-time service projects to long-term community service-learning projects. The report, written by nine individuals representing Extension's major and potential partners and 10 Extension directors or administrators, challenged Extension to become an engaged partner with the land-grant university to address social changes in our society. Extension was urged to engage with communities and organizations through open, flexible, and expanded partnerships that share resources, respond to needs and expectations of the community, and recognize and honor all contributions (ECOP, 2002).

In an effort to help young people deal with the pressures of their generation, 4-H provides models of responsible adulthood. Being a responsible adult means helping others in the community. Young people learn the value of volunteering through community service-learning while developing personal and leadership life skills that are considered vital to their success in the new millennium.

Educational Philosophy Related to Community Service-learning

When President Clinton signed the National and Community Service Trust Act of 1993 it created a number of resources available to communities and organizations for improving education. Service-learning was one of the models/methods expanded to help improve educational experiences for youth. While service-learning may sound very difficult or sophisticated it is really a very basic way to learn. It gives youth the opportunity to learn experientially while performing a service in the community. The service experience is used to complete the learning experience. The learning is both a process and a teaching method. Participants are actively engaged in a service activity in the community that requires them to do something and then to reflect on the experience. As a process, it is the active involvement in the

service, reflection, and application of new information and attitudes or skills. This is the "learn by doing" concept on a community level (Caldwell, 1994).

The concept of "learning by doing" is set in the pragmatic philosophical thought process. The term pragmatism was first introduced by C.S. Pierce in an 1878 article entitled "How to Make Our Ideas Clear" ("William James", n.d.). Pierce believed in putting ideas to the test and then observing the consequences. Thus, the birth of pragmatism.

Pragmatist Movement

William James is considered one of the founding fathers of the American Pragmatist Movement beginning around 1907. It was one of the most prevailing philosophical movements of the 20th century and its influences can still be seen today. James believed that consequences were intentions guiding us toward satisfying our desires for them to be either a truth or falsity. James considered pragmatism to be both a method for analyzing philosophic problems and a theory of truth ("William James", n.d.).

Another 20th century philosopher of the pragmatic theory was John Dewey. Dewey was greatly influenced by William James. Dewey believed the mind is an instrument for realizing purposes. For him, pragmatism was a way to show how the conclusions of science affect the values guiding human conduct (Kemerline, 1997). In his book titled *Experience & Education* (1938), Dewey writes of the meaning of purpose. He states:

> "The formation of purposes is, then, a rather complex intellectual operation. It involves observation of surrounding conditions; knowledge of what has happened in similar situations in the past, a knowledge obtained partly by recollection and partly from the information, advice, and warning of those who have had a wider experience; and judgment which puts together what is observed and what is recalled to see what they signify. A purpose differs from an original impulse and desire through its translation into a plan and method of action based upon foresight of the consequences of acting under given observed conditions in a certain way." (p. 68)

John Dewey believed that there are no unchanging absolutes or universals and his primary datum was experience (learn by doing). He held that genuine thought began with a "problematic situation." He was concerned with connecting thinking processes with social processes. Dewey believed that most thinkers embarked on a "quest for certainty" in which they sought true and eternal ideas, when what was needed were practical solutions to practical problems.

He believed that individuals should be educated as social beings, capable of participating in and directing their own social affairs. He believed that education is a process of living and not a preparation for future living (Kraft, 1996). He wrote that actions directed toward the welfare of others stimulate academic and social development. This means a freer interaction among social groups, as well as attention given to developing all the potentialities an individual may have for future growth. He looked on education as a way to free the individual to engage in continuous growth directed toward appropriate individual and social aims (Ozmon & Carver, 1999).

The Association for Informal Education writes that John Dewey's significance for informal educators lies in a number of areas. First, his belief that education must engage with and enlarge experience has continued to be a significant strand in non-formal education practice. Second was Dewey's exploration of thinking and reflection. Third, concern with interaction and environments for learning provided a continuing framework for practice. Last, his passion for democracy, for educating so that all may share in a common life, provide a strong rationale for practice in the associational settings in which non-formal educators work ("John Dewey", n.d.).

One of John Dewey's students was William Heard Kilpatrick. Kilpatrick wrote in *Education for a Changing Civilization* (1927) that education becomes involved in teaching children how to live. This was accomplished in three steps: provision of opportunity to live,

provision for learning experiences, and provision of conditions for proper character development (Ozmon & Carver, 1999). Kilpatrick coined the term *project method* (as cited in Kraft, 1996), and argued that learning should take place in a setting outside of school and involve efforts to meet real community needs. He believed that project-based learning motivates students to learn academic material better because students choose to investigate the things that interest them.

According to Kilpatrick, there are four parts to a project: purposing, planning, executing, and judging. The student identifies and initiates all phases, not the teacher (Provenzo, n.d.). Kilpatrick (1948) quotes, in the *Source Book in the Philosophy of Education*, this passage from W. H. Burnham's book titled *The Normal Mind* (1924). Burnham said:

> "Children carry away very little book knowledge from the schools. Every teacher knows this. But the attitudes and habits carried from the school are of vital importance, not only for efficiency but for health. The way the school determines attitudes is not merely by the school environment, the habits and manners of the teachers, but also by the whole course of study, and especially by the tasks set and the directions given to the youth. A whole new pedagogy of the first importance is here involved. We have been so busy hitherto in teaching, in giving information, in imparting knowledge, that we have failed to see the significance of these deeper and more fundamental things that result from learning, these results of education that are really permanent, namely, these interests and attitudes." (p. 438)

A Nation of Service

Service to the community has a long history in the United States. Ernest Boyer, former president of the Carnegie Foundation for the Advancement of Teaching, reflects in his 1991 essay titled *A Quest for Common Learning* about how education has been influenced by societal changes. He stated:

> "To a remarkable degree, these successive general education reforms did reflect the social concerns of their respective eras. Each movement occurred in a period of social drift and personal preoccupation. The educational movements were the projects of times when war destroyed communities, when political participation declined, when government efforts to set a common social agenda weakened, when international isolation was on the rise, and when individual altruism decreased. And a careful look suggests that, despite apparent conflicts and contradictions, general education activity

> from 1914 to the present reveals a significant, recurrent theme. Each general education revival moved in the direction of community and away from social fragmentation. The focus consistently has been on shared values, shared responsibilities, shared governance, a shared heritage, and a shared world vision. To us, this is an important point. It suggests that the ebb and flow of general education is, in fact, a mirror of broader shifts in the nation's mood." (p. 17)

National movements also support service to the community. The Civilian Conservation Corps (CCC) functioned from 1933-1942. Through this corps founded by President Franklin D. Roosevelt, millions of young people served terms of 6 to18 months to help restore the nation's parks, revitalize the economy, and support their families and themselves. In 1944, the G.I. Bill was enacted that linked service and education, offering Americans educational opportunity in return for service to their country.

President John F. Kennedy established the Peace Corps in 1961. To date, 150,000 people have served under this program working in developing countries around the world. President Lyndon B. Johnson fought the "War on Poverty" by creating (VISTA) Volunteers in Service to America, a national Teacher Corps, the Job Corps, University Year of Action, and the College Work Study Program. In addition, during his presidency, the Retired and Senior Volunteer Program (RSVP), the Foster Grandparent Program, and the Senior Companion Program (which today comprise national Senior Service Corps) were developed to engage older Americans in the work of improving the nation.

In the 1980's, national service efforts were launched at the grassroots level, including the Campus Outreach Opportunity League and Campus Compact, which help mobilize service and service-learning programs in higher education. Also during this time Youth Service America was founded to give young people an opportunity to serve.

National and Community Service Act

During the 1990's, the nation saw the National & Community Service Act passed by Congress authorizing grants to schools to support service-learning, and demonstration grants for national service programs to youth corps, nonprofits, and colleges and universities. In 2002, President George W. Bush announced the creation of the USA Freedom Corps to expand service and service-learning opportunities for Americans of all ages (Campus Compact, 2002).

Youth wish to feel they are valuable and are making important contributions. A Gallup poll identified the desire of youth to be involved at significant levels within their community (Caldwell, 1994). The poll indicated that youth ages 14 to 17 are volunteering at the same rate as adults or higher. The two most frequently cited reasons for volunteering were wanted to do something useful (47 %) and thought they would enjoy the work (38 %; Groff, 1992).

The Independent Sector, a coalition of leading nonprofits, foundations, and corporations working to strengthen not-for-profit initiative, philanthropy, and citizen action, found that in 1996, 59% of teenagers ages 14-17 volunteered in the past year. These 13.3 million teen volunteers gave an estimated 3.5 hours per week, totaling 2.4 billion hours of volunteer time. In a survey directed by the Independent Sector in 1996 titled *Benefits Teens Gained From Their Volunteering*, over 50% of the teenagers surveyed ranked the following statements very important: “I learned how to get along with and relate to others; I learned to understand people who are different than me; I learned new skills; I developed leadership skills; I understood more about good citizenship; I’ve decided new career goals; I learned how to help solve community problems; and I understand more about how government works” (Hamilton and Hussain, 2002, p. 5).

William James, John Dewey and William Heard Kilpatrick, along with C.S. Pierce, laid the groundwork for personal and leadership life skills development through learn by doing and service to the community. Personal and leadership life skills are developed through 4-H subject matter projects and community service-learning projects. The development of these skills allows youth to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others (Boyd, Herring and Briers, 1992).

Community Service-Learning

Community service-learning projects are one method for increasing personal and leadership life skills development opportunities for youth. Community service-learning projects offer teens the opportunity to practice skills and reflect on the experience to learn more about themselves (Boyd, 2001). It is a pedagogical tool used to enhance the meaning and impact of traditional course/project content. Connecting service directly with projects can help develop a well-informed, critically thinking, and civically engaged citizenry (Sax and Astin, 1997). Through this experiential learning process, youth internalize the knowledge and gain the ability to apply the skills appropriately.

Community service-learning is a teaching/learning method connecting meaningful community service with academic/project learning, personal growth, and civic responsibility. As a method of educational and informational delivery, the experiential learning model emphasizes that clients and youth learn and develop through active participation in thoughtfully organized experiences that meet actual community needs and that are coordinated in on-going collaboration between agencies (Simpson, 1998). Much like on-the-job training and internships, community service-learning seeks to provide an educational experience that is tied to the "real world."

Students discover knowledge and have experiences that are fundamental to citizenship. To provide these experiences for youth, relationships must shift from youth being passive recipients to being active members of a team which decides on and carries out the programs (Israel and Ilvento, 1995).

According to the Alliance for Service-Learning in Education Reform (1995), community service-learning is a method by which young people learn and develop through active participation in thoughtfully organized experiences that

- Meet actual community needs.
- Coordinate in collaboration with the school and community.
- Support the learning objectives of the organizations.
- Provide structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
- Expand the young person's learning environment to include the broader community.
- Help foster the development of a sense of caring for others.

Service-learning programs combine service to communities with structured time for reflection and evaluation that enhances students' learning from the experience.

Community service-learning has had a 20-year history at the university level while only in the last 15 years have we seen this teaching method appear at the secondary level. In a report titled *What do we know about the impact of field based program on students* presented at the annual conference of the National Society of Experiential Education in 1993, Giles and Eyler (as cited in Hesser, 1995) revealed the lack of research in the field, finding that most of the reported research is anecdotal and based upon self-reported data, and rarely documents learning outcomes.

Community service-learning is more than older children tutoring younger children and more than students raising money for a food pantry or entertaining the elderly at a retirement

home during the holiday season. True community service-learning helps youth make the connections between what they are studying in projects and real-world issues. It engages youth in action and reflection on important community, social, political and environmental issues. And it requires educators to think of youth not as future citizens but as active members of their community (Berman, 1998).

Today's young people are ultimately tomorrow's leaders. They will lead in their workplaces, their communities and their families. The goal in developing personal and leadership life skills is to help youth experience and reflect on both their personal qualities and learned skills that lay the foundation for the development of caring and competent leaders (Fretman and Van Linden, 1999).

Benefits of Serving

In one study conducted by the Search Institute, results indicated that youth involved in community service-learning projects saw the benefits of service and planned to continue to serve. Fifty-five percent said that the service activities showed them how good it feels to help other people. Fifty-five percent stated that the experience revealed how much more can be done when people work together as a team. And 38% discovered the things learned through their service experience relate more to life outside of school than regular classes (Griffin-Wiesner, 1995).

Legislative reform over the past 10 years has set in motion a growing national emphasis on increasing youth involvement with their local communities and linking this service to academic/project study through community service-learning. The National Center for Education Statistics of the U.S. Department of Education used the Fast Response Survey System to conduct the National Student Service-learning and Community Service Survey in the spring of 1999.

This was the first survey to provide reliable national estimates of the percentage of public elementary, middle, and high schools incorporating community service-learning into their course curriculum, as well as providing the most recent data on school engagement in community service.

The survey found that 32% of all public schools organized community service-learning as part of their curriculum, including nearly half of all high schools. Also, most schools with community service-learning cited strengthening relationships among students, the school, and the community as key reasons for practicing community service-learning. Furthermore, it was found that middle/high schools were more likely than elementary schools to have community service-learning in individual academic classes that were not part of a broader grade or school wide initiative or in separate electives or advisory periods.

While involvement with the community was a key component of the community service-learning projects, it was only a part of the experience. The other side of the project emphasized the connection between service and academics/projects. About one-fifth (19 %) of schools with community service-learning said that one of their top three reasons for encouraging youth involvement in community service-learning was to teach critical thinking and problem solving skills. In addition, 12% of schools with community service-learning said that improving youth achievement in core academic courses was one of their most important reasons for encouraging youth involvement in community service-learning (Westat and Chapman, 1999).

Cognitive and Social Development

In January 2000, the Higher Education Research Institute of the University of California at Los Angeles conducted a study with college freshmen on how service-learning affects students. The two major goals of this study were to explore the comparative effects of service-

learning and community service on the cognitive and affective development of college undergraduates, and to enhance our understanding of how learning is enhanced by service. These questions were explored by means of a quantitative, longitudinal study of a national sample of students at diverse colleges and universities and a qualitative study of students and faculty who participated in service-learning at a subset of these institutions (Astin, Vogelgesang, Ikeda, & Yee, 2000).

The impact of service-learning and community service was assessed on 11 different dependent measures: academic outcomes (three measures), values (two measures), self efficacy, leadership (three measures), career plans, and plans to participate in further service after college. The principal findings of the study were as follows: service participation shows significant positive effects on all 11 outcome measures; performing service as part of a course adds significantly to the benefits associated with community service for all outcomes except interpersonal skills; and the positive effects of service can be explained in part by the fact that participation in service increases the likelihood that students will discuss their experiences with each other and that students will receive emotional support from faculty. Both the quantitative and qualitative results suggest that providing students with an opportunity to process the service experience with each other is a powerful component of community service-learning. Also, the findings suggest that service-learning is effective in part because it facilitates four types of outcomes: an increased sense of personal efficacy, an increased awareness of the world, an increased awareness of one's personal values, and increased engagement in the classroom experience (Astin, Vogelgesang, Ikeda, & Yee, 2000).

Eyler and Braxton (1997), through focus groups and interview studies from service-learning programs across the country coupled with survey responses from 1,500 college students,

found that involvement in service-learning affected how the students saw themselves. In response to an open-ended question, "What did you learn from community service-learning?" six themes involving personal and interpersonal development emerged. These themes were: I learned the people I served are like me; I learned to appreciate other cultures; I grew spiritually; I learned how rewarding it is to help others; I learned to understand myself better; and I learned how to work with others effectively. The survey responses indicated that the service-learning experience positively affected students' tolerance of others, personal efficacy, leadership skills, communication skills, feeling of connection to the community and valuing a career helping others.

Community service-learning projects are most often a partnership between a community-based program/agency and a youth serving organization or educational institution. In a study by McLaughlin (2001) from 1987 to 1999, he and his colleagues came to know hundreds of young people and their work in approximately 120 youth organizations in 34 different communities, from Massachusetts to Hawaii. Despite the challenges these young people faced in everyday life, compared to many typical young people in the United States, those youth with high levels of participation in community organizations were 26% more likely to have received recognition for good grades and 20% more likely to rate their chances of going to college as very high. Also, they were nearly twice as likely to view themselves as worthy persons and 13% more likely to believe that they would have a job that they enjoyed.

Supporters of community service-learning believe students involved in community service-learning experiences are more tolerant of others different from themselves, have a greater appreciation for other cultures, find rewards in helping others, and feel more connected with their communities (Hinck and Brandell, 1999). This is further supported by the March

2000 report from the Association for Supervision and Curriculum Development (ADCD). Among the critical elements identified by ASCD that are necessary to support effective character education in a school-based environment were student involvement and service-learning.

Community Service-Learning and Character Education

According to the Josephson Institute of Ethics, two of five high school age students and one-third of college students have cheated on an exam. More than one-third of 19 to 24 year old males and one-fifth of females said they would lie to get a job and half the college males and 38% of the females said they had driven an automobile while drunk. The CEP, Character Education Partnership (1998), supports the concept that there is an integral relationship between community service-learning and character education. The universal values in all phases of school include proactive strategies and practices that help children to not only understand core ethical values, but to care about and act upon them. The South Dakota Survey of the CHARACTER COUNTS! Program (2000), one of the most comprehensive assessments of character education, found a dramatic reduction in crime, drug use, suspension rates, and misbehavior among middle and high school students who participated in the CHARACTER COUNTS! Program as self-reported. Service-learning can be another means of providing an innovative opportunity to connect academic learning and the values emphasized in character education with real-world application. By doing so, service-learning helps all children meet challenging academic standards and integrate core ethical values into their lives (RMC Research Corporation, 2002).

Sheldon Berman wrote that:

> "Without a sense of community and family, many young people lose the connectedness that fosters these sensitivities, motivations and skills. The result for these youth is incivility and apathy as well as a lack of confidence that they can make a difference to others and to the world as a whole." (p. 27)

He states that pro-social behavior is stimulated not so much by the traditional construct of efficacy and locus of control but by much deeper sources. These are one's sense of self and one's morality, one's sense of connectedness to others, and the sense of meaning that comes from contributing to something larger than oneself (Berman, 1998). According to Maurice Howard (1993), service experiences may also impart or reinforce commonly accepted values such as a sense of justice, compassion for others, or an acceptance of the obligations of citizens.

Simpson (1998) concluded that we must begin to recognize the potential that community service-learning may hold for Extension and how Extension can better extend itself toward strengthening community service-learning initiatives. This model for engaging partners and youth and building and strengthening partnerships and connections may prove to be an effective and flexible method for developing life skills in youth.

Life Skills

Youth development is a process of mental, physical, and social growth during which young people prepare to live a productive and satisfying life within the customs and regulations of their society. According to Pittman, O'Brien, and Kimball (1993), youth development is the ongoing growth process in which all youth are engaged in attempting to meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, be spiritually grounded, and build skills and competencies that allow them to function and contribute in their daily lives. Life skills are learned psycho-social skills which include some non-academic skills, attitudes and behaviors such as anxiety management, effective interpersonal relationship behaviors and development of the skill of decision-making and problem solving (Cisek and George, 1985). They involve the use of knowledge, skills, and experience to meet everyday needs in a variety of situations and help people function as adults in society (Gobeli, 1989). Life skills are "tools"

used everyday for coping with daily circumstances, making important decisions, and enhancing the quality of lives. These skills help young people in social, academic, and career settings every day. Leadership, teamwork, decision making, problem solving, reasoning, and communication and personal qualities such as responsibility, self-esteem, and integrity can be found in descriptions of Extension youth programs. Also, these skills and competencies are identified in the America 2000 report by the Secretary of Labor's Commission on Achieving Necessary Skills (El Sawi and Smith, 1997). Elizabeth Dole, then secretary of the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to answer the question, "What are workplace skills?" In order for youth to find meaningful work they need to master certain workplace skills. SCANS called these foundation skills and competencies. The foundation skills included basic skills, thinking skills, and personal qualities. The competencies were resources, interpersonal skills, information skills, systems skills, and technology utilization skills (Whetzel, 1992). 4-H Youth Development programs have a long tradition of providing individuals with the means for developing these foundation skills and competencies but refer to them as life skills. In a study by El Sawi and Smith (1997), the researchers examined the extent to which workforce-related skills and competencies are present in the objectives and activities of the curricula of the 4-H youth program. This study showed that all 36 of the workforce-related skills and competencies were present at least once in one or more of the materials analyzed but were not equally prevalent. Knowledge acquisition skills and competencies were most prevalent, and interpersonal competencies were among the least prevalent.

Development of Personal and Leadership Life Skills

In 4-H, life skills are developed through the four "H's." Pat Hendricks (1996), Iowa State University Extension Service, has developed the Targeting Life Skills Model (TLS). This model categorizes life skills on the basis of the four H's from the 4-H symbol, the four leaf clover, that represent Head, Heart, Hands, and Health. The categories are thinking, managing (head); relating, caring (heart); working, giving (hands); and being, living (health). The goal of 4-H youth development is to provide opportunities for young people to experience life skills, to practice them until they are learned, and be able to use them as necessary throughout a lifetime.

A study conducted by Carter and Spotanski (1989) looked at self-reported perceptions of personal and leadership life skills of selected high school students in Iowa. A descriptive case study was used in the research design. The population for the study consisted of all high school students (grades 9-12) in three secondary schools in Iowa. The three schools were selected based on size, location, and the existence of a vocational agriculture program. A total of 3,437 students, over a three-year period, contributed to the data collection. An instrument was developed to measure student perceptions of their personal and leadership skills. The instrument was comprised of ten measurement scales with three of the scales being overall scales and the other seven scales being sub-scales within the overall three scales. The three overall scales were group achievement (questions 1-27), attitude towards group work (questions 28-51) and personal development (questions 52-76). The seven sub-scales were group drive, cohesiveness and productivity (group drive); attitude toward group work; and degree of attainment of leadership, self-confidence and cooperation (personal development). The 10 measurement scales used were group drive (.70), cohesiveness (.85), productivity (.77), achievement (.91), attitude toward group work (.81), degree of attainment of leadership (.73), self-confidence (.77), cooperation

(.78), citizenship (.74), and personal development (.90). Cronbach's alpha coefficient of reliability was calculated for each scale. Each scale's reliability score is listed next to the scale above. All scales had a reliability coefficient of .70 or above indicating extensive reliability. The standards for instrument reliability for Cronbach's alpha by Robinson, Shaver and Wrightsman (1991) were used to judge the quality of the scales in the instrument: .80-1.00 - exemplary reliability, .70-.79 - extensive reliability, .60-.69 - moderate reliability, and <.60 - minimal reliability.

Instruments were delivered to the schools in the fall of each year and were given to the students by home room teachers. The students were asked to use Likert scales numbered 1 through 7 with 1 equaling strongly disagree to 7 equaling strongly agree. Grand means for each of the ten scales were reported. Results showed a mean score of 4.79 for group drive, 4.88 for group productivity, and 4.94 for group achievement. The personal and leadership scales that received the highest mean scores were cooperation (5.77), citizenship (5.50), and self-confidence (5.50).

Significant differences were indicated by a t-test which compared perceptions of students who served as an officer in a school or community organization and those students who did not serve as an officer. There were 36% of the students that had served as an officer in an organization. The results showed that students who had served as an officer had developed personal and leadership life skills significantly higher at the .01 alpha level than those students who had not served as an officer.

Significant differences in perceptions of all 10 personal and leadership scales were indicated by those students who had served as a committee chair in a student or community organization and those who had not. Only 25% of those students surveyed indicated they had

served as a committee chairperson. Students who had served as a committee chair had developed each of the 10 measurement scales higher. Students who had not experienced serving as a chairperson indicated a score of less than 5 on the Likert scale on 4 of the 10 scales in the study. These scales included group drive, productivity, achievement, and attitude toward group work. Students who had served as a committee chairperson indicated a Likert score less than 5 on the scale of group drive. Students who received formal leadership training rated 9 of the 10 scales significantly higher than those students who had not received formal leadership training. The group of students who had not received formal leadership training rated 4 of the 10 scales less than 5 on the Likert scale. The scales include group drive, productivity, achievement, and attitude toward group work. Students who had received formal leadership training rated the scale group drive and productivity as least characteristic in their group.

The measurement scales of cooperation, citizenship, self-confidence, and personal development were rated the highest and appeared to be characteristic of the personal and leadership skills which exists in student organizations. The measurement scales of group drive, group productivity, and group achievement were rated the lowest of the 10 scales and suggest a need by students for additional training in these areas. Also, students who served as a committee chair or officer, or had received formal leadership training, consistently rated each of the 10 measurement scales higher than students without leadership experiences (Carter & Spotanski, 1989).

Another study conducted by Bruce Waguespack (1988) adapted the Leadership and Personal Development Inventory developed at Iowa State University and included a 4-H member survey developed by the Louisiana Cooperative Extension Service Evaluation Committee. This study looked at life skills development among two groups, 4-H junior leadership participants and

non-junior leadership participants. The t-tests of group means were used to determine if significant differences in self-perceived personal development of competency, coping, and contributory life skills existed between the two groups. Coping life skills was the only major life skill area which showed a significant difference between the two groups. The study showed a highly significant positive relationship between 4-H project participation and total life skill development scores. Also, the study found that the magnitude of all relationships between personal characteristics and life skill development was classified as negligible.

In a study by Guidry (1988), the leadership attributes of high school 4-H club members were compared to high school youth who were not 4-H club members in St. James Parish, Louisiana. Data were collected from 60 4-H club members and 146 non 4-H club members.

The first objective of the study was to determine and compare the leadership attributes of high school 4-H club members and high school students who were not 4-H club members. The first measurement was how students perceived their own leadership abilities. Values for perceived leadership had a possible range of 38 to 190. The 4-H group had a mean score of 151.1 (*sd* =18.65) and the non 4-H group had a mean of 145.5 (*sd*=17.93).

The second measure of leadership was participation in leadership oriented activities. Values for leadership participation ranged from a minimum of 0 to 84. The mean for the 4-H group was 17.4 (*sd*=16.10) and the non 4-H group mean was 8.9 (*sd*=13.11). The second part of objective one was to compare the leadership attributes of high school 4-H club members with students who were not 4-H club members. Results of the *t*-test showed that the 4-H and non 4-H groups were not significantly different on their self-perceived leadership abilities.

University of Missouri Outreach and Extension's Central Region 4-H Youth Specialists conducted a study in 1999 to measure 4-H member perceptions related to leadership. These

skills were identified in the Personal and Leadership Inventory developed at Iowa State University. Responses on the individual ability of leadership skills indicated that 4-H'ers rated themselves highly in their ability to communicate and make decisions and in their self-esteem. 4-H members who spent more than 16 hours a week on 4-H work reported a higher level of decision making abilities. 4-H members who spent more than 5 hours in 4-H activities per week were twice as likely to report a higher level of understanding of self. Also, approximately 89% of respondents agreed or strongly agreed that they had the ability to communicate, while 94% of respondents indicated having a high ability to understand themselves. Finally, 93% of respondents reported having a higher ability to make decisions (Mefford, et al., 1999).

In the Spring of 1991, a leadership life skill inventory was mailed to 500 Texas 4-H club members, ages 13-19, who were randomly selected from 19 randomly selected Texas counties. Also, there were 558 non-4-H youth selected randomly from 28 randomly selected schools. The youth answered questions about their perceived leadership life skill development and their participation in 4-H and non-4-H activities. This research indicated that participation in the 4-H program is positively related to perceived leadership life skill development. 4-H youth had perceived higher development of leadership life skills than did non-4-H youth (Boyd, 1992).

Miller (1991) conducted a study to examine the self-perceived development of competency, coping, and contributory life skills of eighth grade students in Ohio public schools. The objective of the study was to determine if there were differences in the life skills development of 4-H and non-4-H participants, and to decide which variables could be used to explain the life skills values of the respondents. The Life Skills Development Instrument (LSDI) developed by Waguespack (1988) was utilized to collect data relative to the three constructs, competency (.87), coping (.83), and contributory (.80), with the reliability measures listed next

to the constructs. Responses to the statements were asked using a seven point Likert scale. The population for this study included all eighth grade students enrolled in the Ohio Public School System in 1989-1990.

Respondents were asked to rate their level of agreement to 50 items included on the Life Skills Development Instrument. Mean values for each of the life skills scales were calculated for each student. Most 4-H participants reported they had a high level of competency (57.6%), coping (63.9%), and contributory (48.5%) life skills developed. More than half of the non-4-H participants reported they had developed high level of competency (53.3%) and coping (67.5%) skills. Over half of the non-4-H participants (53.9%) reported they had developed their contributory life skills.

The Life Skills Development Instrument consisted of three scales (competency, coping, and contributory). Individuals responded to each item within a scale using a 7 point, Likert-type scale with 1=strongly disagree and 7=strongly agree. Mean values for eighth graders' self-perceived development of life skills were computed for each of the three scales ranged from 5.23 to 5.69. Life skills development of 4-H participants revealed mean values in a range from 5.24 to 5.69 on the three scales. Over half (57%) of the 4-H participants perceived that they had developed a high level of competency life skills, almost two-thirds (64%) indicated that they had developed a high level of coping life skills and almost all 4-H participants felt that they had developed a high (48%) or medium level (45%) of contributory life skills. Life skills development of non-4-H participants revealed mean values in a range from 5.23-5.66 for the three scales. A majority (53%) of the non-4-H participants indicated that they had developed a high level of competency life skills. Over two-thirds (68%) of non-4-H respondents placed themselves into the high level of coping life skills category. Forty-two percent of non-4-H

members indicated they had developed a high level of contributory life skills. No statistical differences were found between 4-H and non-4-H members in terms of their self-perceived development of competency, coping, or contributory life skills.

A stepwise multiple regression model revealed that the students' level of self-esteem explained 11% of the variance in their development of competency life skills. Participation in 4-H, race, and other youth club participation accounted for another 5% of the variability in the self-perceived competency life skills of Ohio eighth graders. Three variables explained 23% of the variance in the coping life skills that eighth grade youth in Ohio had developed. Self-esteem accounted for 20% of the variability, with participation in other youth clubs (2%), and gender (1%) explaining an additional 3% of the variability in the coping life skills scores. Five variables explained 17% of the variance in contributory life skills scores for eighth grade youth in Ohio public schools. Self-esteem accounted for 10% of the variability. Other youth club participation (4%), 4-H participation (1%), race (1%), and the parental situation (1%) accounted for an additional 7% of the variability in the eighth graders' self-perceived contributory life skills development (Miller, 1991).

A similar study was conducted by Thomason in 1992 investigating the development of competency, coping, and contributory life skills as perceived by rural and non-rural senior 4-H members in South Carolina. In addition, this study identified if differences in life skills development exist between rural and non-rural 4-H youth. The Life Skill Development Instrument (LSDI), developed by Waguespack (1988), was used in the study. The respondents indicated their perceived level of agreement or disagreement on a seven point Likert-type scale. The scale used consisted of 60 statements describing life skills. Demographic variables of

gender, race, place of residence, category of years enrolled in 4-H, and number of projects were also examined.

The survey was mailed to 365 senior 4-H members randomly selected from 484 names provided by the County 4-H Coordinators. One hundred and ninety-two surveys were returned which resulted in a return rate of 53%. Females accounted for 67.7% of the sample and the racial distribution was 60.4% white and 39.6% in the non-white category. Rural respondents accounted for 72.3% of the respondents and over half of those responding (57.3%) had been enrolled in 4-H for 1 to 4 years and a majority (59.4%) had participated in 3 or less 4-H project areas.

Results to the question, "What competency, coping and contributory life skills are perceived as being developed by rural and non-rural senior 4-H members?", were the competency scale (t=2.14, p=.04). The competency scale yielded a significant difference in favor of the rural respondents. Analysis of project area participation revealed the most significant differences in the LSDI. Respondents with participation in three or less 4-H projects were less likely to score lower on the total LSDI. The entire contributory scale showed a significant difference (p=.01) in favor of the rural respondents.

Whites and non-whites were found to have no significant differences in the development of life skills or selected number of project areas. The category of years enrolled in 4-H did not show a significant difference in the development of life skills (Thomason, 1992).

In 2000, Richey conducted a study investigating if participation in 4-H provided opportunities for youth to learn and practice leadership life skills. Participants were asked to complete a questionnaire concerning leadership life skills. The questionnaire included 28 statements categorized into the following scales: understanding self, communicating, relating to

others, learning/sharing, managing and making decisions, and working with groups as found in the 4-H Club Management Guide published by the Texas Agricultural Extension Service, 1998, publication no. 4-H1-5.0128. Subjects for the study were 4-H members of community, project, or school clubs from 10 randomly selected counties in the North Texas District (District 4), as designated by the Texas Agricultural Extension Service. Eighty-eight 4-H'ers were asked to complete the questionnaire. In the same 10 counties, a group of randomly selected non-4-H members were selected to complete a similar questionnaire. There were a total of 132 non-4-H members asked to complete the questionnaire.

The questionnaire included 28 statements categorized into the following scales: understanding self, communicating, relating to others, learning/sharing, managing and making decisions, and working with groups. Also, participants were asked to report information concerning other youth leadership groups they were involved with and descriptive information. Fifty 4-H members and 66 non-4-H members completed the questionnaire. The chi-square test of independence performed for understanding self, communicating, relating to others, learning/sharing, and working with groups concluded that 4-H members perceived themselves to have developed leadership life skills at a higher level of frequency than non-4-H members. The study concluded that participation in 4-H promoted leadership life skills development and that the research questions concerning leadership life skills development show that there is a significant difference among 4-H'ers and non-4-H'ers in leadership life skills development for the understanding of self, communicating, relating to others, learning/sharing, managing and making decisions, and working with groups scales.

Relating Personal Characteristics to Life Skills Development

Seevers and Dormody (1994) conducted a study using the Youth Leadership Life Skills Development Scale to determine predictors of youth leadership life skills development among 1992-1993 senior 4-H members in Arizona, Colorado, and New Mexico. Four variables, participation in 4-H leadership activities, achievement, ethnicity, and gender explained significant amounts of the variance in the Youth Leadership and Life Skills Development (YLLSD) scores after controlling for self-esteem, years in 4-H, age, ethnicity and place of residence.

The conclusions from this study were participation in 4-H leadership activities had a positive relationship with youth leadership life skills development, explaining 12.6 % of the variance in YLLSDS scores. Minority 4-H members were found to have higher youth leadership life skills development scores than nonminority members, explaining 3.3% of the variance in YLLSDS scores. Achievement expectancy had a positive relationship with youth leadership life skill development, explaining 1.9% of the variance in YLLSDS scores. Gender was found to predict 1.7% of the variance in YLLSDS scores among senior 4-H members. Female members had higher youth leadership life skills development scores than males.

Mabry (1998) conducted a study that assessed how student outcomes are affected by the amount and kind of contact with service beneficiaries, and frequency and variety of reflection activities. Two-hundred-thirty-two students responded to the pre-course questionnaire. Of these, 40 students dropped their service-learning course or the service-learning option within a course during the semester. Forty-seven students who participated in service-learning did not complete the post-course questionnaire. The resulting sample of 144 students reflects an overall response rate of 75%. Those who completed only the pre-course questionnaire were no different

($p<.05$) from those who completed both the pre- and post-course questionnaires on any pre-course variables, including demographic characteristics. Therefore, those who did not complete the post-course questionnaire were excluded from analysis. The *t*-tests indicated that males and newcomers to community service had significant positive changes in their personal social values. Men, non-whites, and those with the least prior volunteer experience also had significant positive changes in their civic attitudes. Mabry reported those who volunteered irregularly in the past had made a significant positive change in personal social values. The change trends were positive in personal social values and civic attitudes among females and whites, although there were no significant changes. The results suggest service-learning is more effective as a civic and academic pedagogy when students have at least 15 to 20 hours of service, frequent contact with the beneficiaries of their service, weekly in-class reflection, ongoing and summative written reflection, and discussions of their service experiences both with the instructors and the site supervisors.

In a study to measure 4-H members perceptions related to leadership, University of Missouri's Outreach and Extension's Central Region 4-H Youth Specialists found that family income, parental education, parental involvement and family structure were important factors to be considered when youth programs are developed. Socioeconomic factors that were shown to have an affect on the longevity and degree of involvement in the 4-H program, in this study, included mother's education, TV viewing and family structure. 4-H member's whose parents had some post secondary education but not a college degree were likely to have more years in the 4-H program. 4-H members', who watched more than four hours of TV per day, were more likely to have been involved in the 4-H program for the shortest period of time. 4-H members living with two biological parents were more likely to spend more years in 4-H than those living

with single, step, or guardian parents. And more than 85 % of 4-H members surveyed were in the program for more than 4 years (Mefford, et al., 1999).

An impact assessment of the Texas 4-H and Youth Development Program in 2001 sought to determine if residential setting, age, and gender affected a 4-H member's feeling of self-worth, the importance of community service, the skills learned related to decision making and planning, and a 4-H member's sense of belonging and peer acceptance. The results of *t*-test comparisons of the means based on residential setting, age, and gender showed a number of statistically significant differences between responses (Howard, 2001).

The section devoted to planning and decision making showed 4-H members from more rural communities more strongly disagreed with the statement, "4-H teaches me to go along with the crowd." Four-H members from more urban areas tended to agree more with the statement. In the belonging and peer acceptance section, there was a small difference in agreement relating to the statement, "My best friends are in 4-H." Four-H members from more rural communities more strongly agreed while members from more urban areas agreed with this less. These results indicate that through 4-H, children in rural and urban areas are developing equal skills related to their feelings of self-worth, importance of community, decision making, and a sense of belonging.

In the self-worth section of the survey instrument, females felt more strongly that 4-H provided a safe environment to try new things and the male group agreed less. A statistically significant difference between females and males in the sense of community and helping others section is for the statement, "4-H teaches me to help other people." Female responses were slightly more favorable than the male responses. Females also more strongly agreed with 4-H showing ways to help people in the community, showing that volunteering is important, and 4-H

helping members to be leaders as compared to males. In planning and decision making, females more strongly agreed that 4-H teaches members to be responsible for their own actions.

A comparison of means was conducted between 4-H members 13 years of age and younger and 4-H members 14 years of age and older. The statement, "People in 4-H are rude," showed results from both age groups to disagree; however 4-H members 14 years of age and older agreed with this statement more than younger 4-H members. In the sense of community and helping others, two statements produced significant differences between age groups. 4-H members 14 years of age and older more strongly agreed that 4-H helps them to be a leader. They also more strongly agreed with the statement, "I have done a 4-H project to make life better for others."

The planning and decision making section resulted in two differences between the two age groups. The older age group more strongly agreed that 4-H teaches them to make their own decisions, and that 4-H teaches them to do things on their own (Howard, 2001).

In 2000, a study of relationships that exist between youth leadership life skill development and 4-H camp participation was investigated by Duncan. The population for this study was all 4-H members participating in the camping program between the ages of 13 and 15 as of the 1998-1999 club year who lived in West Virginia. Four hundred surveys were mailed to current 4-H members with usable questionnaires returned by 139 participants. The survey form consisted of two parts. Part one of the survey inquired about the development of youth leadership life skills, using the original Youth Leadership and Life Skills Development (YLLSDS) questionnaire developed by Dormody, Seevers, and Clason. Part two of the survey dealt with age, gender and demographic information and information related to 4-H camping involvement.

The majority, 61%, of respondents had never been a teen leader and 72% had never taken the leadership project offered by 4-H. Almost 60% of respondents indicated participating as a club officer at their local 4-H club during their 4-H membership. Participants were asked to rate their self-perceived gain of leadership life skills as a result of their participation in the 4-H camping program using the Youth Leadership Life Skills Development Scale. Among the 30 indicators of the scale, respondents indicated highest ratings for "I have a friendly personality," "I get along with others," "I respect others," "I am open minded," and "I consider the needs of others." Duncan (2000) found no significant difference between age, ethnicity, gender, place of residence, and YLLSDS total score as examined by the analysis of variance procedure.

Summary

The literature review on educational philosophy related to community service-learning laid the groundwork for the push to move from 4-H service projects to community service-learning projects by incorporating service with project learning or individual 4-H club goals. This groundwork for personal and leadership life skills development was laid through "learning by doing" and service to the community by William James, John Dewey, William Heard Kilpatrick and C.S. Pierce. Young people can learn the value of service through community service-learning while developing personal and leadership life skills that are considered vital to their success as an adult. Table 1 summarizes the research related to community service-learning and personal and leadership life skills development.

Today's young people are ultimately tomorrow's leaders. They will lead in their workplaces, their communities, and their families. Supporters of community service-learning believe students involved in community service-learning experiences are more tolerant of others different from themselves, have a greater appreciation for other cultures, find rewards in helping

others, and feel more connected with their communities. According to Simpson (1998), Extension must recognize the potential of community service-learning for engaging partners and youth. Also, Extension must look at building and strengthening partnerships and connections which can be an effective and flexible method for developing personal and leadership life skills in youth. Life skills are learned psycho-social skills which include some non-academic skills, attitudes and behaviors such as anxiety management, effective interpersonal relationship behaviors and development of the skill of decision-making and problem solving. They involve the use of knowledge, skills and experience to meet everyday needs in a variety of situations and help people function as adults in society. In this study, the review of literature laid the foundation to determine if a relationship exists between participation in community service-learning projects and personal and leadership life skills development in Louisiana high school 4-H leadership activities.

Table 1. Researcher's Summary Of the Review Of Literature

Author/Year	Purpose/Focus	Major variable(s)	Major findings/relationships
Community Service-Learning (pp 21-25)			
Astin et al. (2000)	Impact on college students	Personal and academic	Positively influenced 11 outcomes Facilitated increased personal efficacy, awareness of self/world, classroom engagement
Eyler & Braxton (1997)	Impact on college students	Cognitive learning and skills	Learned about self, others, other cultures, sharing, grew better relationships, increased communication and leadership skills
Hinck & Brandell (1999)	Impact on students	Personal growth	more tolerant of others, appreciate other cultures, satisfaction in helping, community connectedness

(table con'd.)

Author/Year	Purpose/Focus	Major variable(s)	Major findings/relationships
Community Service-Learning (pp 21-25) (con'd)			
RMC Research Corporation (2000)	Impact on character of middle/high school students	Undesirable behaviors	Reduced crime, drug use, suspensions, misbehavior
Personal and Leadership Life Skills (pp 25-36)			
Boyd (1992)	Life skills development by participation in 4-H and non-4-H activities	Perceived leadership life skills development	Participation in 4-H is positively related to perceived leadership life skill development
Carter & Spotanski (1989)	Self-reported perceptions of life skills of high school students	Personal and Leadership Life Skills	Perceived skills higher if served as an officer, committee chair, received formal leadership training
Guidry (1988)	Leadership attributes of club members compared to non-club members	Self-perceived leadership abilities	4-H and non 4-H groups were not different
Mefford et al. (1999)	4-H members perceptions related to leadership	Personal and leadership life skills	Higher level of decision making abilities, understanding self, communication,
Richey (2000)	Participation in 4-H provide youth to learn and practice leadership skills	Leadership life skills	Skill level perceived higher for 4-H members than non-4-H members
Thomason (1992)	Life skills development between rural and non-rural 4-H youth	Competency, coping, and contributory life skills	Perceived skill level significant between rural and non-rural 4-H members

(table con'd.)

Author/Year	Purpose/Focus	Major variable(s)	Major findings/relationships
Personal and Leadership Life Skills (pp 25-36) (con'd)			
Waguespack (1988)	Life skills development of 4-H junior leadership participants/non-junior leadership	Self-perceived development of coping, competency, and contributory life skills	Positive relationship between 4-H project participation and total life skill development scores
Personal Characteristics (pp 36-41)			
Duncan (2000)	Relationship exist between leadership life skills and camp participation	leadership life skill development	Majority not been teen learn or in leadership project, personal characteristics and total score no significant difference
Mefford et al. (1999)	4-H members perceptions related to leadership	Socioeconomic factors	Factors were shown to affect longevity and degree involvement
Seevers & Dormody (1994)	Predictors of youth leadership life skills development among senior 4-H members	Participation, achievement, ethnicity, and gender	Participation had positive relationship, minorities have higher leadership life skills, achievement expectancy and youth skill development, and females had higher skill development than males

Note. Studies are listed alphabetically.

CHAPTER 3: METHODOLOGY

The purpose of this study is to compare self-reported perceptions of personal and leadership life skills (Carter, 1989) development of Louisiana high school 4-H leadership activity participants by whether they participate in the 4-H Junior Leader Club (JLC), CHARACTER COUNTS! (CC) peer teaching programs or both 4-H JLC and CC peer teaching. High school

4-H club members enrolled in the 4-H Junior Leadership Club take part in a one time non-formal community service project. The CHARACTER COUNTS! Peer teaching program is a formal community service-learning program in which trained 4-H participants teach younger participants lessons on such topics as respect, responsibility, caring, fairness, trustworthiness, and citizenship. The peer teachers are also usually involved in a reflection piece about their experiences.

The Louisiana 4-H Junior Leadership Club is conducted at the parish level. While it is not a state 4-H requirement to have a parish junior leadership club, most parishes do. Each parish conducts its own club with no specific state guidelines. The clubs generally do not have a required schedule of meetings, trainings, or service. A typical parish junior leadership club will have a membership on the books of members 13-19 years of age. The club meets only once a month for one hour. A typical club will meet eight months a year with some type of fun trip planned for the summer months. There are several community service projects that are planned throughout the year, but with little planning and coordination. The service projects are one time projects such as can food drives, nursing home visits, clothing drives, or beautification projects.

Louisiana's CHARACTER COUNTS! program is coordinated by a state 4-H specialist. She along with a trainer, both LSU AgCenter employees, train teachers, volunteers, and young

people to conduct this character education program for the LSU AgCenter. Parish staff are also involved in coordinating and conducting this training which usually takes place in the Louisiana school system. The one-day training program prepares them to train others in the CHARACTER COUNTS! curriculum or prepares them to teach individuals directly. As a result 4-H youth are able to peer teach younger youth in a neighboring school or other community setting. The peer teacher is usually required to conduct six lessons from the CHARACTER COUNTS! curriculum. The young people present this information during a typical classroom time period of 45 minutes or less. There are no formal requirements for teaching CHARACTER COUNTS! such as number of hours of training, guidelines for working with younger youth, or a formal commitment.

Population and Sample

The target population for this study was all Louisiana high school students who participated in either the CC peer teaching program or the 4-H JLC during the 2003-2004 school year. Therefore, this study was limited to those parishes that have both a CC peer teaching program and a 4-H JLC. Youth in grades 9-12 are eligible for 4-H Junior Leader Club membership, however some parishes allow youth to join in grades as low at seventh. CHARACTER COUNTS! peer teachers are typically in grades 9-12.

Parish level 4-H agents were asked to submit a mailing list of CC peer teachers and 4-H JLC participants. The combined mailing lists contained the names and mailing addresses of 1,193 participants. Cochran's sample size formula was used to determine the sample size using an alpha level of a =.05, .025 as the acceptable margin of error, and 1.17 as the estimate of the standard deviation of the responses to the seven point scales. The required minimum returned

sample size using Cochran's formula was calculated as 150. Since the researcher anticipated a response rate of approximately 50%, the final sample size used in this study was 321.

Instrumentation

The Leadership and Personal Development Inventory (LPDI) developed by Carter (1989) was utilized to measure the self-reported perceptions of personal and leadership life skills development of Louisiana high school students who are 4-H JLC members and/or CC peer teachers. This instrument was developed as part of the Iowa Experiment Station Project 2385 entitled, *The Role of Youth Organizations for Students Interested in Agricultural Careers*.

In a personal interview on January 9, 2003, Dr. Richard Carter indicated that the LPDI was part of a research project that started in 1989 and culminated in 1991. The project included a 5-year grant in the mid 1980's from the United States Department of Agriculture named Project Gold. Carter started out with hundreds of items and, through multiple field tests and factor analyses, reduced the instrument to the current 10 scale, 76 item instrument. Even though Dr. Carter did not have any of the datasets or printouts from these analyses, he confirmed that appropriate scale development procedures had been utilized in the development of this scale. Dr. Carter is a professor at Iowa State University in Ames, Iowa. He also is the director of the Brenton Center for Agricultural Instruction and Technology Transfer ®. Carter, personal communication, January 9, 2003).

His study was further documented in an article published in *The Journal of Agricultural Education*. Carter used this instrument to measure student perceptions of personal and leadership life skills of selected high school students in Iowa (Carter, 1989). The population for the study consisted of all high school students (grades 9-12) in three secondary schools in Iowa. A total of 3,437 students, over a three year period, contributed to the data collection. The survey

consisted of a series of items which identified the student's perceptions for each of 10 measurement scales. The ten measurement scales used included group drive, cohesiveness, productivity, achievement, attitude towards group work, degree of attainment of leadership, self-confidence, cooperation, citizenship, and personal development.

Cronbach's alpha coefficient of reliability was calculated and reported by Carter (1989) for each scale. The reliability coefficients for each scale are reported in Table 2.

Table 2. Reliability Coefficients Reported by Carter (1989) for the Leadership and Personal Development Inventory's 10 Scales

Leadership and Personal Development Inventory Scales (Item #'s)	***a***[a]
Group Drive (2,3,4,5,8,10,12,13,20)	.70
Cohesiveness (1,14,15,16,17,21,23,24,27)	.85
Productivity (6,7,9,11,18,19,22,25,26)	.77
Group Achievement (1-27)	.91
Attitude toward group work (28-52)	.81
Leadership (55,62,64,66,70,72)	.73
Self-Confidence (54,59,63,67,75,76)	.77
Cooperation (53,57,60,65,72,74)	.78
Citizenship (56,58,61,68,69,71,73)	.74
Personal Development (53-76)	.90

[a]Cronbach's alpha internal consistency coefficient

The standards for instrument reliability for Cronbach's alpha by Robinson, Shaver and Wrightsman (1991) were used to judge the quality of the scales in the instrument: .80-1.00 - exemplary reliability, .70-.79 - extensive reliability, .60-.69 - moderate reliability, and <.60 - minimal reliability. According to these standards, the cohesiveness, achievement, attitude toward group work, and personal development scales possessed exemplary reliability, while all other scales possessed extensive reliability.

The instrument is divided into three major sections. The first section (group achievement) contains 27 items which were used to identify student perceptions on group drive,

cohesiveness, productivity and group achievement. The second section consisted of 25 items which were used to indicate the student's attitude towards group work. Part three consisted of 24 items (personal development inventory) related to leadership, self-confidence, cooperation, and citizenship. The researcher chose to add a personal characteristics section including the following variables: age, grade, gender, race, place of residence, years in 4-H, and membership in other extracurricular activities and grades in school. These selected variables were chosen to determine if they related to the perceived personal and leadership life skills development by Louisiana high school students who were 4-H JLC members and/or CC peer teachers.

Data Collection

Application for exemption from the Institutional Oversight Committee was applied for through the Louisiana State University Review Board for Human Research Subject Protection. Exception was granted by the committee because participants were not identified in the study and the responses could not harm the subjects if made public.

A cover letter addressed to each subject, a survey instrument, and a stamped, self-addressed envelope were mailed in April, 2003, to the subjects selected to participate in this study. After two weeks, a second cover letter addressed to each subject, a survey instrument, and a stamped, self-addressed envelope were mailed to those subjects who had not responded after the first mailing. Four weeks after the initial mailing, an e-mail was sent to the subjects' parish 4-H agent. This message asked the agent to personally contact the subject within the next week after receiving the e-mail message and encourage the subjects to complete and return the survey. This method of encouraging responses was utilized because the researcher did not have access to the subject's home phone numbers because of federal child protection regulations and LSU policies designed to protect human subjects. Three days after sending the e-mail message,

a third cover letter addressed to each youth, a survey instrument, and a stamped, self-addressed envelope were mailed to each participant who had not responded after the first two mailings.

Data Analysis

The objectives of this study and how each was analyzed are as follows:

- **Objective 1** was to describe Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching on the following selected personal characteristics: age, grade in school, gender, ethnicity, place of residence, years in 4-H, membership in other extracurricular activities, and grades in school. Descriptive statistics (e.g., mean and standard deviation) were used to describe these data. The personal characteristics included age, grade, gender, race, place of residence, years in 4-H, membership in other extracurricular activities and grades in school.
- **Objective 2** was to describe Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching on personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989). Descriptive statistics (e.g., mean and standard deviation) were used.
- **Objective 3** was to compare the personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) by whether Louisiana high school students participate in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching. Analysis of Variance with Tukey's post hoc test was used to determine if differences existed among the three groups.

- **Objective 4** was to determine if a relationship exists between personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) and the following selected demographic characteristics of Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching: age, grade in school, gender, ethnicity, place of residence, years in 4-H, membership in extracurricular activities, and grades in school. Appropriate correlation coefficients were used.
- **Objective 5** was to determine if a model exists explaining a significant portion of the variance in personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) from whether Louisiana high school students participate in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching. Forward Multiple Regression was used.

CHAPTER 4: FINDINGS

The sample consisted of 321 youth. Of those who were sampled, 121 returned surveys in the first mailing, 29 in the second mailing and 15 in the follow-up for a total of 165, a 44.2% response rate. All of the responses (N = 165) except one were used for the analyses required by the objectives of this study. The one respondent removed returned the instrument unanswered.

Personal Characteristics of High School Students

Objective one was to describe the personal characteristics of the respondents who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching. Variables of interest included age, grade, gender, race, place of residence, years in 4-H, years in Junior Leader Club, CHARACTER COUNTS! lessons taught, years as a CHARACTER COUNTS peer teacher, membership in other extracurricular activities, and grades in school. Table 3 (categorical variables) and Table 4 (interval variables) show the descriptive personal characteristics of the respondents.

The average age of respondents was 15 years with a range from 12-19 years of age. The average grade in school was 10th grade with a range from 7th to 12th grades. The majority (75%) of the respondents were female (N = 124) and most of the respondents described themselves as either Black or African-American (14.0%) or White (76.8%). The majority of respondents live in a town with a population under 10,000 (67.1%) and the next largest group lived on a farm (18.9%). Also, the respondents were either participants in the 4-H Junior Leader Club (n = 66) (40.2%), CHARACTER COUNTS! peer teachers (n = 56) (34.1%), or both (n = 42) (25.61%).

Of the 164 respondents, the mean number of years in 4-H was 4.70 years. The range of years in 4-H was between 1 and 9 years. The mean number of years participating in the 4-H JLC

Table 3. Personal Characteristics Of Louisiana High School Students Who Participate In 4-H Junior Leader Club and/or CHARACTER COUNTS! Peer Teaching

Personal Characteristics		*N*	*%*
Gender			
Female		124	75.6
Male		40	24.4
	Total	164	100.0
Race			
White (only)		126	76.8
Black or African-American (only)		23	14.0
Balance[a] (other combinations)		7	4.3
Asian/Pacific Islander		3	1.8
American Indian or Alaskan Native		2	1.2
Black and White		1	0.6
Hispanic		1	0.6
Non-Respondent		1	0.7
	Total	164	100.0
Place of Residence			
Town (population under 10,000)		110	67.1
Farm		31	18.9
Town and city (population between 10,001-50,000)		20	12.2
City over 50,000		2	1.2
Non-Respondent		1	0.6
	Total	164	100.0
Membership in Other Extracurricular Activities[b]			
Church		135	82.3
School or Community Service Organizations (BETA, etc.)		100	61.0
Varsity Athletics		75	45.7
Departmental Clubs (science club, math club, FFA, FHA, etc.)		72	43.9
Special Interest Groups (chess, drill team, girl/boy scouts, etc.)		47	28.7
Student Government		41	25.0
Grades In School			
Mostly A's		77	47.0
Mostly B's		61	37.2
Mostly C's		18	11.0
Mostly D's		2	1.2
Mostly F's		1	.6
Non-Respondents		5	3.0
	Total	164	100.0

Note. $N = 164$.

[a]Balance was other race combinations not listed above. [b]Responses do not sum to 100% since respondents could hold membership in multiple extracurricular activities. Variable was dummy coded as 1=yes to membership and 0=no to membership. Variable was then totaled. Participants could hold membership in 0-6 extracurricular activities.

Table 4. Personal Characteristics Of Louisiana High School Students Who Participate In 4-H Junior Leader Club and/or CHARACTER COUNTS! Peer Teaching

Personal Characteristics	*Range*	*N*	*M*	*SD*
Age	12-19	164	15.32	1.64
Grade	7-12	164	9.68	1.67
Years in 4-H	1-9	164	4.70	2.73
Years in 4-H Junior Leader Club	1-6	162	1.51	1.59
CHARACTER COUNTS! Lessons Taught	0-60	163	6.59	10.98
Years as a CHARACTER COUNTS! Peer Teacher	0-5	160	1.18	1.21

Note. $N = 164$.

was 1.51 years with a range between 1 and 6. The mean number of years teaching CC lessons was 1.18 years and the number of CC lessons taught was 6.59 lessons. While either participating in 4-H JLC, CC peer teaching, or both 4-H JLC and CC peer teaching, participants also took part in the following extracurricular activities: student government (25%), departmental clubs (science club, math club, FFA, FHA, etc.; 43.9%), varsity athletics (45.7%), special interest groups (chess, drill team, girl and boy scouts, etc.; 28.7%), school or community service organizations (61%) and church activities (82.3%). Participants' overall grades in school were mostly A's ($n = 77$) and B's ($n = 61$).

Factor Analysis Using Carter's (1989) Leadership and Personal Development Inventory

Cronbach's alpha reliability coefficients were calculated for the 10 scales in Carter's Leadership and Personal Development Inventory. The data in Table 5 reveal that the reliability of the 10 scales in this instrument ranged from .41 to .89. The reliability coefficient for two of the scales (Group Drive and Productivity) were .41 and .49, respectively. Using the standards for reliability published by Robinson, Shaver and Wrightsman (1991), these coefficients indicate that these two scales possessed minimal reliability. The reliability for the other eight scales in the

instrument ranged from .69 to .89, and possessed moderate to extensive reliability according to the standards by Robinson et al. (1991).

Table 5. Reliability Coefficients For Carter's (1989) Leadership and Personal Development Inventory's Original 10 Scales After Factor Analysis By Researcher

Carter's Leadership and Personal Development Inventory Scales (Item #'s)	*a*[a]
Group Achievement	
Group Drive (2,3,4,5,8,10,12,13,20)	.41
Cohesiveness (1,14,15,16,17,21,23,24,27)	.83
Productivity (6,7,9,11,18,19,22,25,26)	.49
Achievement (1-27)	.82
Attitude Toward Group Work (28-52)	.70
Personal Development	
Leadership (55,62,64,66,70,72)	.73
Self-Confidence (54,59,63,67,75,76)	.75
Cooperation (53,57,60,65,72,74)	.72
Citizenship (56,58,61,68,69,71,73)	.69
Personal Development (53-76)	.89

[a]Cronbach's alpha internal consistency coefficient.

Since 2 of the 10 scales possessed minimal reliability, factor analysis was used to determine if the scales reported by Carter (1989) in his Iowa studies were valid for Louisiana youth. Exploratory factor analysis was conducted using a minimum factor loading of .40. Three separate factor analyses were used, one for each of the three sections of the instrument (group achievement, attitude toward group work, personal development). In each of the factor analyses, the extraction method principal component analysis and rotation method: oblimin rotation with kaiser normalization was followed. The criteria of 5% of the variance was used for the number of factors to extract. These factor analyses revealed that sixteen of the items did not load onto the 10 sub-scales reported by Carter. The results of these factor analyses are reported in Tables 6-8.

Table 6. Factor Loadings For the Four Sub-Scales In Carter's (1989) Group Achievement Section Of the Leadership and Personal Development Inventory

Carter's Leadership and Personal Development Inventory - Group Achievement		*Factor Loadings*			
Subscales/ Item #		***Group Drive***	***Cohesiveness***	***Productivity***	***Achievement***
Group Drive [a]					
11.	Our group does a good job.	.81			(.34)
8.	Members like working on group activities.	.79			
9.	Members follow through with assigned responsibilities.	.70			
5.	Our group is enthusiastic about its activities.	.69			
19.	Our group continually evaluated its progress.	.63			
20.	Members assume responsibility in the group.	.62			
6.	Our group achieves its goals.	.57			
13.	Members readily volunteer for activities.	.54			
12.	Members take an active part in the group.	.54			
3.	Group members want to do a good job.	.48			
21.	Members feel comfortable with the leadership of our group.	.41			
Cohesiveness[a]					
17.	Group members are friendly.		.83		
23.	Members enjoy working with each other.		.74		
15.	Members of the group are best friends with each other.		.69	(.34)	
16.	Our group works well together.	(.39)	.56		
24.	Members can depend upon each other for help.		.52		(-.33)
1.	Our group is really close.		.47		
14.	Our group is the best group in the school.		.41	(.35)	

(table con'd.)

Carter's Leadership and Personal Development Inventory - Group Achievement		*Factor Loadings*		
Subscales/ Item #		***Group Drive***	***Cohesiveness***	***Productivity***	***Achievement***
Productivity[a]					
10.	Members are pressured to participate in group activities.			.66	
25.	Our group needs more time to work on its tasks.			.55	(.33)
18.	Group discussions are to long.			.54	
4.	Members allow other activities to interfere with their participation in the group.			.43	
Achievement[a]					
2.	A few members of our group initiate most of the actions and decisions.				.66
26.	Group activities are well planned and conducted.				-.54
Items That Did Not Load on the above Sub-Scales at the .40 Level[b]					
7.	Group meetings are conducted efficiently.	-.38			
27.	Members support group decisions.	-.15			
22.	Members understand what they are to do.	-.13			

Note. Carter's (1989) Leadership And Personal Development Inventory contained three scales, namely, Group Achievement, Attitude Toward Group Work, and Personal Development. Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. The group drive factor explained 31.87%, cohesiveness factor explained 6.92%, productivity factor explained 6.00%, group achievement factor explained 5.05% of the variance of the total scale.

[a]Items that cross-loaded on another factor at a level of .30 or above are shown in parentheses.

[b]Factor loadings of .40 or above are shown for all items that did not load on any factor.

Table 7. Factor Loadings For the One Sub-Scale In Carter's (1989) Attitude Toward Group Work Section Of the Leadership and Personal Development Inventory

Carter's Leadership and Personal Development Inventory - Attitude Toward Group Work **Subscales/ Item #**	***Factor Loadings*** ***Attitude Towards Group Work***
Attitude Toward Group Work [a]	
47. I am confident in the ability of group members.	.70
40. I am able to communicate goals and objectives to group members.	.68
33. I listen carefully to opinions of group members.	.66
35. I am willing to accept different ways of doing things.	.66
49. I believe group members are capable.	.66
41. The planning of activities should be a group effort.	.65
52. I am a good listener.	.60
37. I believe that group members are responsible persons.	.59
48. I believe in dividing the work among group members.	.57
30. If it needs to be done right, only I can do it.	-.52
50. I am able to check on the progress of group activities without	.51
31. It is important that group members understand the goals and	.49
44. I am willing to share power and prestige with other group members.	.47
39. I trust others.	.46
36. The important thing is not who gets credit, but that the job gets	.40
Items That Did Not Load on the above	
38. Committees are an effective way of carrying out group activities.	.39
42. It is easier to do things myself.	-.37
28. I prefer to do things myself to ensure they get done.	-.36
34. I have problems in leading a group.	-.34
51. The leader needs to know the group members well enough to have	.34
46. I know which group members have the interest and ability to do a	.27
43. I feel comfortable being a group leader.	.24
29. I am confident of my own abilities.	.14
45. I feel compelled to constantly check on the progress of the group.	.07
32. I spend time doing work for other group members which they could do for themselves.	-.06

Note. Carter's (1989) Leadership And Personal Development Inventory contained three scales, namely, Group Achievement, Attitude Toward Group Work, and Personal Development. Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. The attitude toward group work factor explained 23.47% of the variance of the total scale.

[a]Attitude Toward Group Work Section was one scale. [b]Factor loadings of .40 or above are shown for all items that did not load on any factor.

Table 8. Factor Loadings For the Five Sub-Scales in Carter's (1989) Personal Development Section Of the Leadership and Personal Development Inventory

Carter's Leadership and Personal Development Inventory - Personal Development Subscales/ Item #		***Factor Loadings***				
		Leadership	***Self-Confidence***	***Cooperation***	***Citizenship***	***Personal Development***
Leadership [a]						
75.	I am sure of my abilities.	.87				
67.	I understand myself.	.76				
76.	I can accept who I am.	.74				
70.	I can lead a discussion.	.54		(.34)		
72.	I can cooperate and work in a group.	.50	(-.34)			
Self-Confidence[a]						
65.	I am willing to listen to the ideas of others.		-.86			
56.	I enjoy learning about people with different backgrounds and experiences.		-.78			
68.	I respect the property of others.		-.66		(.33)	
74.	I respect the opinions, feelings, and emotions of people of different ages.		-.60			
73.	I understand the difference between right and wrong.		-.51			(.34)
62.	I set goals that I want to reach.		-.40			(-.38)
Cooperation[a]						
64.	I can explain difficult ideas to others to help them understand.			.76		
55.	I am recognized as a leader by those of my own age.			.75		
63.	I am respected by others my age.			.68		
54.	I have a realistic opinion of myself.			.41		

(table con'd.)

Carter's Leadership and Personal Development Inventory - Personal Development Subscales/ Item #		*Factor Loadings*				
		Leadership	*Self-Confidence*	*Cooperation*	*Citizenship*	*Personal Development*
Citizenship[a]						
58.	I live by the beliefs I have learned.				.83	
57.	I feel change is a part of life.				.62	
59.	I feel responsible for my actions.			(.31)	.47	
60.	I realize there is often more than one answer to any problem.				.47	
Personal Development[a]						
53.	I get along with people around me.					.52
69.	I feel responsible for my actions.	(.31)				-.50
Items that did not load on the above sub-scales at the .40 level[b]						
66.	I can express my opinions when I feel they are important.	-.31				
61.	I believe that every citizen should vote when they are of age.	-.15				
71.	I understand the importance of developing values.	-.04				

Note. Carter's (1989) Leadership And Personal Development Inventory contained three scales, namely, Group Achievement, Attitude Toward Group Work, and Personal Development. Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. The five factors derived from this analysis, leadership factor explained 30.82%, self-confidence factor explained 9.60%, cooperation factor explained 5.84%, citizenship factor explained 5.21%, and personal development factor explained 4.96% of the variance of the total scale.

[a]Items that cross-loaded on another factor at a level of .30 or above are shown in parentheses.

[b]Factor loadings of .40 or above are shown for all items that did not load on any factor.

As a result of these analyses, it was determined that the scales reported by Carter were not valid measures of the personal and leadership attributes of Louisiana 4-H participants.

Therefore, since the individual items had been judged to be valid measures of the personal and leadership attributes of Louisiana 4-H participants by the researcher, the researcher decided to utilize exploratory factor analysis procedures to restructure the items into factors valid for Louisiana 4-H participants.

The 76 items in the Leadership and Personal Development Inventory were divided into three major sections identical to those used by Carter (1989) in his research and supported by the literature reported in Chapter 2. Those three major areas were group achievement (27 items), attitude toward group work (25 items), and personal development (24 items). Since the individual items were based on the personal and leadership life skills development literature, the decision was made to use a factor loading level of .50 as the basis for including items in individual factors. The .50 loading was used to strengthen each re-configured scale in Carter's (1989) Leadership and Personal Development instrument. The .50 loading eliminated items that were less related to the constructs. In addition, even though Carter had used individual factor scales plus overall scales as reported above, the decision was made to develop individual factor scales only for the purpose of this research.

The factors and the items that make up each factor that resulted from these procedures are presented in Tables 9-11. The factors from each scale were produced using the percentage of variance criterion and the scree test criterion. This procedure produced two factors in the area of group achievement - group drive and group cohesiveness; two factors in the area of attitude toward group work - group interaction and group directing; and three factors in the area of personal development - guidance, citizenship, and self-assurance. The internal consistency for the seven scales that resulted from the factor analysis ranged from .73 to .86, which indicates that the scales possessed either extensive or exemplary reliability according to the standards of

Table 9. Factor Loadings For Two Sub-Scales In Group Achievement By the Researcher's Seven Reconfigured Scales From Carter's (1989) Leadership and Personal Development Inventory

Reconfigured Sub-Scales of Carter's Leadership and Personal Development Inventory		***Factor Loadings***	
Subscales/ Item #		***Group Cohesiveness***	***Group Drive***
Group Cohesiveness [a]			
23.	Members enjoy working with each other.	.74	
24.	Members can depend upon each other for help.	.71	
15.	Members of the group are best friends with each other.	.69	
17.	Group members are friendly.	.69	
1.	Our group is really close.	.57	
16.	Our group works well together.	.56	(-.35)
14.	Our group is the best group in the school.	.53	
22.	Members understand what they are to do.	.53	
27.	Members support group decisions.	.52	
Group Drive			
11.	Our group does a good job.		-.77
9.	Members follow through with assigned responsibilities.		-.69
8.	Members like working on group activities.		-.67
5.	Our group is enthusiastic about its activities.		-.61
6.	Our group achieves its goals.		-.56
3.	Group members want to do a good job.		-.52
20.	Members assume responsibility in the group.		-.51
Items that did not load on the above reconfigured scales at the .50 level			
7.	Group meetings are conducted efficiently.	.49	
26.	Group activities are well planned and conducted.	.49	
12.	Members take an active part in the group.	.38	
13.	Members readily volunteer for activities.	.38	
21.	Members feel comfortable with the leadership of our group.	.38	
10.	Members are pressured to participate in group activities.	.31	
2.	A few members of our group initiate most of the actions and decisions.	-.20	
4.	Members allow other activities to interfere with their participation in the group.	-.18	
25.	Our group needs more time to work on its tasks.	-.15	

(table con'd.)

Subscales/ Item #	Reconfigured Sub-Scales of Carter's Leadership and Personal Development Inventory	*Factor Loadings*	
		Group Cohesiveness	***Group Drive***
18.	Group discussions are to long.	.10	
19.	Our group continually evaluated its progress.	-.02	

Note. Carter's (1989) Leadership And Personal Development Inventory contained three scales, namely, Group Achievement, Attitude Toward Group Work, and Personal Development. Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. The two factors derived from this analysis, group cohesiveness factor explained 31.87% and group drive factor explained 6.92% of the variance of the total scale.
[a]Item that cross-loaded on another factor at a level of .30 or above is shown in parentheses.

reliability by Robinson et al.(1991). In addition, the items that make up each factor appear to be realistic and practical.

Table 9 shows the factor loadings for two sub-scales in group achievement by the researcher's seven reconfigured scales from Carter's (1989) Leadership and Personal Development Inventory. The first scale, group cohesiveness, had nine items that loaded at or above .50. The second scale, group drive, had seven items that loaded at or above .50. The remaining 11 items did not load at .50 or above. The two scales produced a total of 18 items that loaded at the .50 level or above. This procedure produced a difference of six items between factor loadings for the four sub-scales in Carter's (1989) group achievement section of the Leadership and Personal Development Inventory and the two sub-scales in group achievement by the researcher's reconfigured scales.

Table 10 shows the factor loadings for two sub-scales in attitude toward group work by the researcher's seven reconfigured scales from Carter's (1989) Leadership and Personal Development Inventory. The first scale, group interaction, had ten items that loaded at or above .50. The second scale, group directing, had six items that loaded at or above .50. The remaining

Table 10. Factor Loadings For Two Sub-Scales In Attitude Toward Group Work By the Researcher's Seven Reconfigured Scales From Carter's (1989) Leadership and Personal Development Inventory

Reconfigured Sub-Scales of Carter's Leadership and Personal Development Inventory		***Factor Loadings***	
Subscales/ Item #		***Group Interaction***	***Group Directing***
Group Interaction			
47.	I am confident in the ability of group members.	.70	
40.	I am able to communicate goals and objectives to group members.	.68	
49.	I believe group members are capable.	.66	
33.	I listen carefully to opinions of group members.	.66	
35.	I am willing to accept difference ways of doing things.	.66	
41.	The planning of activities should be a group effort.	.65	
52.	I am a good listener.	.60	
37.	I believe that group members are responsible persons.	.59	
48.	I believe in dividing the work among group members.	.57	
50.	I am able to check on the progress of group activities without interfering.	.51	
Group Directing[a]			
28.	I prefer to do things myself to ensure they get done.		.71
42.	It is easier to do things myself.	(-.36)	.70
29.	I am confident of my own abilities.		.61
30.	If it needs to be done right, only I can do it.		.59
32.	I spend time doing work for other group members which they could do for themselves.		.54
43.	I feel comfortable being a group leader.		.51
Items that did not load on the above reconfigured scales at the .50 level			
31.	It is important that group members understand the goals and objectives of the group.	.48	
44.	I am willing to share power and prestige with other group members.	.47	
39.	I trust others.	.45	
46.	I know which group members have the interest and ability to do a certain task.	.42	

(table con'd.)

Reconfigured Sub-Scales of Carter's Leadership and Personal Development Inventory		*Factor Loadings*	
Subscales/ Item #		***Group Interaction***	***Group Directing***
36.	The important thing is not who gets credit, but that the job gets done.	.40	
45.	I feel compelled to constantly check on the progress of the group.	.40	
38.	Committees are an effective way of carrying out group activities.	.39	
51.	The leader needs to know the group members well enough to have an idea of their interests and abilities.	.34	

Note. Carter's (1989) Leadership And Personal Development Inventory contained three scales, namely, Group Achievement, Attitude Toward Group Work, and Personal Development. Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization. The two factors derived from this analysis, group interaction factor explained 12.17% and group directing factor explained 11.30% of the variance of the total scale.
[a]Item that cross-loaded on another factor at a level of .30 or above is shown in parentheses.

eight items did not load at .50 or above. The two scales produced a total of 16 items that loaded at the .50 level or above. This procedure produced a difference of nine items between factor loadings for the one scale in Carter's (1989) attitude toward group work section of the Leadership and Personal Development Inventory and the two sub-scales in attitude toward group work by the researcher's reconfigured scales.

Table 11 shows the factor loadings for three sub-scales in personal development by the researcher's seven reconfigured scales from Carter's (1989) Leadership and Personal Development Inventory. The first scale, guidance, had three items that loaded at or above .50. The second scale, citizenship, had seven items that loaded at or above .50. The third scale, self-assurance, had five items that loaded at or above .50. The remaining nine items did not load at .50 or above. The three scales produced a total of 15 items that loaded at the .50 level or above. This procedure produced a difference of nine items between factor loadings for the five sub-

Table 11. Factor Loadings For Three Sub-Scales In Personal Development By the Researcher's Seven Reconfigured Scales From Carter's (1989) Leadership and Personal Development Inventory

Reconfigured Sub-Scales of Carter's Leadership and Personal Development Inventory		***Factor Loadings***		
Subscales/ Item #		***Guidance***	***Citizenship***	***Self-Assurance***
Guidance				
64.	I can explain difficult ideas to others to help them understand.	.76		
55.	I am recognized as a leader by those of my own age.	.74		
63.	I am respected by others my age.	.61		
Citizenship[a]				
68.	I respect the property of others.		-.80	
65.	I am willing to listen to the ideas of others.		-.74	
59.	I feel responsible for my actions.	(.32)	-.70	
74.	I respect the opinions, feelings and emotions of people of different ages.		-.63	
56.	I enjoy learning about people with different backgrounds and experiences.		-.61	
61.	I believe that every citizen should vote when they are of age.		-.59	
58.	I live by the beliefs I have learned.		-.56	
Self -Assurance[a]				
67.	I understand myself.			-.80
75.	I am sure of my abilities.			-.67
76.	I can accept who I am.			-.66
72.	I can cooperate and work in a group.			-.63
70.	I can lead a discussion.	(.35)		-.51
Items that did not load on the above reconfigured scales at the .50 level				
60.	I realize there is often more than one answer to any problem.	-.48		
73.	I understand the difference between right and wrong.	-.48		
62.	I set goals that I want to reach.	-.46		
66.	I can express my opinions when I feel they are important	.41		
71.	I understand the importance of developing values.	-.39		

(table con'd.)

Reconfigured Sub-Scales of Carter's Leadership and Personal Development Inventory		*Factor Loadings*		
Subscales/ Item #		***Guidance***	***Citizenship***	***Self-Assurance***
57.	I feel change is a part of life.	.37		
54.	I have a realistic opinion of myself.	.33		
69.	I try to understand how I fit into today's society.	.33		
53.	I get along with people around me.	.31		

Note. Carter's (1989) Leadership And Personal Development Inventory contained three scales, namely, Group Achievement, Attitude Toward Group Work, and Personal Development. Rotation Method: Oblimin with Kaiser Normalization. The three factors derived from this analysis, guidance factor explained 30.83%, citizenship factor explained 14.76%, and self-assurance factor explained 10.84% of the variance of the total scale.
[a]Items that cross-loaded on another factor at a level of .30 or above are shown in parentheses.

scales in Carter's (1989) personal development section of the Leadership and Personal Development Inventory and the three sub-scales in personal development by the researcher's reconfigured scales.

Table 12 shows the reliability coefficients for the seven reconfigured scales. All seven scales exhibited exemplary reliability except Group Directing and Guidance, which exhibited extensive reliability.

Table 12. Reliability Coefficients For Carter's (1989) Leadership and Personal Development Inventory Seven Reconfigured Life Skills Scales

Seven Reconfigured Scales	***a*[a]**
Group Drive	.86
Group Interaction	.85
Group Cohesiveness	.83
Citizenship	.80
Self-Assurance	.77
Group Directing	.74
Guidance	.73

[a]Cronbach's alpha internal consistency coefficient.

Comparison of Mail to E-mail Follow-up Respondents Using the Reconfigured Leadership and Personal Development Scales

After the scales were reconfigured, independent samples *t*-tests were calculated to determine if the scale means differed significantly between those who responded after the first two mailings and those who responded after the parish 4-H agent was contacted via e-mail and asked to encourage the subjects to respond. Table 13 shows the results of these analyses for the seven reconfigured scales. There was only one scale that was significantly different between the mail and follow-up responses. The scale was the group directing scale ($t = 2.65$, $p = <.01$).

Table 13. Comparison Of Respondents and Non-Respondents On Carter's (1989) Leadership and Personal Development Inventory Seven Reconfigured Life Skills Scales

	Respondents[a]		Non-Respondents[b]				
Scales	*M*	*SD*	*M*	*SD*	*df*	*t*	*p*
Group Cohesiveness	5.59	.80	5.72	.81	160	-.61	.54
Group Drive	5.73	.84	5.97	.68	159	-1.08	.28
Group Interaction	6.00	.68	6.07	.55	157	-.52	.60
Group Directing	4.55	1.01	3.84	.73	158	2.65	<.01
Guidance	5.81	.91	5.38	1.02	159	1.72	.09
Citizenship	6.39	.60	6.30	.50	156	.52	.60
Self-Assurance	6.21	.69	6.02	.49	159	1.03	.39

Note. The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree) for the Group Achievement and Personal Development Sections. The response categories were from 1.00- 1.49 (never), 1.50 - 2.49 (hardly ever), 2.50 - 3.49 (seldom), 3.50 - 4.49 (occasionally), 4.50 - 5.49 (usually), 5.50 - 6.49 (almost always), and 6.50 - 7.00 (always) for the Attitude Toward Group Work Section.
[a]*n* = 150 mail responses. [b]*n* = 15 follow-up responses.

Since a significant difference existed for one of the scales, the data can not be considered representative of all participants in 4-H Junior Leader and CHARACTER COUNTS! programs.

Therefore, the data reported in this study should be considered as only representative of the respondents.

Personal and Leadership Life Skills of High School Students

Objective two was to describe Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching on personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989). Table 14 shows the overall mean scores and standard deviations for the seven reconfigured scales, group cohesiveness, group drive, group interaction, group directing, guidance, citizenship and self-assurance. The interpretive scale developed by Carter was from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00

Table 14. Mean Scores For Carter's (1989) Leadership and Personal Development Inventory Seven Reconfigured Life Skills Scales

Seven Reconfigured Life Skills Scales	*M*	*SD*
Citizenship[a]	6.38	.59
Self-Assurance[a]	6.20	.70
Group Interaction[b]	5.99	.67
Guidance[a]	5.76	.93
Group Drive[a]	5.75	.83
Group Cohesiveness[a]	5.60	.80
Group Directing[b]	4.49	1.00

[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree) for the Group Achievement and Personal Development Sections. [b]The response categories were from 1.00- 1.49 (never), 1.50 - 2.49 (hardly ever), 2.50 - 3.49 (seldom), 3.50 - 4.49 (occasionally), 4.50 - 5.49 (usually), 5.50 - 6.49 (almost always), and 6.50 - 7.00 (always) for the Attitude Toward Group Work Section.

(strongly agree) for the Group Achievement and Personal Development Sections. The response categories were from 1.00- 1.49 (never), 1.50 - 2.49 (hardly ever), 2.50 - 3.49 (seldom), 3.50 - 4.49 (occasionally), 4.50 - 5.49 (usually), 5.50 - 6.49 (almost always), and 6.50 - 7.00 (always) for the Attitude Toward Group Work Section.

For six of the scales, the mean scores indicate the respondents, members of the 4-H JLC and/or CC peer teachers, agree with the Inventory items that indicate they exhibit characteristics of these life skills. Only one scale, group directing, had a mean score below 5 (4.49) which would indicate neither agree or disagree with the statements indicating they exhibit characteristics of that scale. Four scales, group cohesiveness, group drive, group interaction and guidance, had mean scores above 5.50. Two scales, citizenship and self-assurance had mean scores of 6.38 (*SD* = .59) and 6.20 (*SD* = .68) respectively, suggesting agreement with the statements associated with those scales.

Scale one, group cohesiveness, consisted of nine items. All the item means were above 5.5 (agree) except one as shown in Table 15. Item 15, "Members of the group are best friends with each other," had a mean score of 4.74 (*SD* = 1.58) revealing they slightly agree with the statement. Two items, 1 and 14 had means scores of 5.35 (*SD* = 1.15) and 5.01 (*SD* = 1.54) respectively providing evidence that the respondents slightly agreed that "Our group is really close," and "Members of the group are best friends with each other." The other questions, 16, 17, 22, 23, 24, and 27, had mean scores above 5.5 suggesting respondents were in agreement that the group works well together, that members are friendly, understand what they are to do, enjoy working with each other, can depend on each other and support group decisions.

Scale two, group drive, was composed of seven items to measure this skill. Table 16 shows the mean scores and standard deviations for the seven items. Items 3, 5, 6, 8, 9, and 11

Table 15. Item Ratings For the Group Cohesiveness Scale For Carter's (1989) Leadership and Personal Development Inventory Seven Reconfigured Life Skills Scales

Items	*M*[a]	*SD*
17. Group members are friendly.	5.99	1.21
22. Members understand what they are to do.	5.98	.94
16. Our group works well together.	5.84	1.08
24. Members can depend upon each other for help.	5.84	1.18
23. Members enjoy working with each other.	5.80	1.12
27. Members support group decisions.	5.76	1.11
1. Our group is really close.	5.35	1.15
14. Our group is the best group in the school.	5.01	1.54
15. Members of the group are best friends with each other.	4.74	1.58

Note. Group Cohesiveness Scale Grand Mean: *M* = 5.60, *SD* = .80.
[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree).

Table 16. Item Ratings For the Group Drive Scale For Carter's (1989) Leadership and Personal Development Inventory Reconfigured Life Skills Scales

Items	*M*[a]	*SD*
11. Our group does a good job.	6.09	.97
3. Group members want to do a good job.	6.07	1.05
8. Members like working on group activities.	5.84	1.05
6. Our group achieves its goals.	5.83	1.10
9. Members follow through with assigned responsibilities.	5.68	1.13
5. Our group is enthusiastic about it activities.	5.51	1.22
20. Members assume responsibility in the group.	5.30	1.35

Note. Group Drive Scale Grand Mean: *M* = 5.75, *SD* = .83.
[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree).

had mean scores above 5.50. Item 20, "Members assume responsibility in the group," had a mean score of 5.30 (*SD* = 1.35) indicating they slightly agree. Item 3, "Group members want to do a good job," and item 11, "Our group does a good job," had a mean score of 6.07 (*SD* = 1.05) and 6.09 (*SD* = .97) revealing they agree with these statements.

The third scale was group interaction. Table 17 shows the 10 items within this scale along with the means and standard deviations. All 10 items had mean scores above 5.50 suggesting that respondents agree with these statements that characterize group interaction life skills. Six items, 33, 35, 41, 48, 49 and 50, had mean scores over 6.00, indicating they agree with these statements.

Table 17. Item Ratings For the Group Interaction Scale For Carter's (1989) Leadership and Personal Development Inventory Reconfigured Life Skills Scales

	Items	*M*[a]	*SD*
33.	I listen carefully to opinions of group members.	6.07	1.00
35.	I am willing to accept different ways of doing things.	6.02	1.00
37.	I believe that group members are responsible persons.	5.79	1.14
40.	I am able to communicate goals and objectives to group members.	5.74	1.18
41.	The planning of activities should be a group effort.	6.28	1.00
47.	I am confident in the ability of group members.	5.84	.96
48.	I believe in dividing the work among group members.	6.22	.92
49.	I believe group members are capable.	6.15	.97
50.	I am able to check on the progress of group activities without interfering.	5.56	1.24
52.	I am a good listener.	6.19	.92

Note. Group Interaction Scale Grand Mean: $M = 5.99$, $SD = .67$.
[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (never), 1.50 - 2.49 (hardly ever), 2.50 - 3.49 (seldom), 3.50 - 4.49 (occasionally), 4.50 - 5.49 (usually), 5.50 - 6.49 (almost always), and 6.50 - 7.00 (always) for the Attitude Toward Group Work Section.

Table 18, group directing, shows the means and standard deviations for the six items in the scale. The items within this scale suggest that a youth would rather work alone than in a group setting and if in a group would be comfortable as a group leader. This scale is the one in the seven where a majority of the mean scores are below 5.0. Item 30, "If it needs to be done right, only I can do it," and item 32, "I spend time doing work for other group members which they could do for themselves," had mean scores of 3.23 ($SD = 1.66$) and 3.30 ($SD = 1.85$) respectively, revealing that respondents seldom identified with the statements.

Table 18. Item Ratings For the Group Directing Scale For Carter's (1989) Leadership and Personal Development Inventory Reconfigured Life Skills Scales

Items	*M*[a]	*SD*
29. I am confident of my own abilities.	5.90	1.06
43. I feel comfortable being a group leader.	5.57	1.51
28. I prefer to do things myself to ensure they get done.	4.77	1.60
42. It is easier to do things myself.	4.14	1.62
32. I spend time doing work for other group members which they could do for themselves.	3.30	1.85
30. If it needs to be done right, only I can do it.	3.23	1.66

Note. Group Directing Scale Grand Mean: $M = 4.49$, $SD = 1.00$.
[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (never), 1.50 - 2.49 (hardly ever), 2.50 - 3.49 (seldom), 3.50 - 4.49 (occasionally), 4.50 - 5.49 (usually), 5.50 - 6.49 (almost always), and 6.50 - 7.00 (always) for the Attitude Toward Group Work Section.

A mean score of 5.90 on item 29, "I am confident of my own abilities, and of 5.57 on 43, "I feel comfortable being a group leader," would suggest the respondents almost always identify with those statements.

Table 19 shows the means and standard deviations for the guidance scale items. This scale had three items, all with mean scores above 5.50. This suggests that respondents almost always identify with these statements.

Table 20 shows the mean scores and standard deviations for the seven items in the citizenship scale. All the mean scores are above 6.00, suggesting respondents agree with the statements within this scale and perceive they have developed life skills in the area of citizenship. Respondents strongly agreed ($M = 6.56$, $SD = .70$) with the statement "I respect the property of others."

Table 19. Item Ratings For the Guidance Scale For Carter's (1989) Leadership and Personal Development Inventory Reconfigured Life Skills Scales

Items	*M*[a]	*SD*
63. I am respected by others my age.	5.94	1.10
64. I can explain difficult ideas to others to help them understand.	5.86	1.09
55. I am recognized as a leader by those of my own age.	5.52	1.28

Note. Guidance Scale Grand Mean: *M* = 5.76, *SD* = .93.
[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree) for the Group Achievement and Personal Development Sections.

Table 20. Item Ratings For the Citizenship Scale For Carter's (1989) Leadership and Personal Development Inventory Reconfigured Life Skills Scales

Items		*M*[a]	*SD*
68.	I respect the property of others.	6.56	.70
59.	I feel responsible for my actions.	6.44	.83
74.	I respect the opinions, feelings, and emotions of people of different ages.	6.43	.85
65.	I am willing to listen to the ideas of others.	6.39	.76
61.	I believe that every citizen should vote when they are of age.	6.33	1.14
56.	I enjoy learning about people with different backgrounds and experiences.	6.27	.92
58.	I live by the beliefs I have learned.	6.23	.88

Note. Citizenship Scale Grand Mean: *M* = 6.38, *SD* = .59.
[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree).

The final of the seven scales is the self-assurance scale. This scale had six items. Table 21 shows the mean scores and standard deviations. The mean scores were above 6.00 except for one item. Statement 70, "I can lead a discussion," had a mean score of 5.79 (*SD* = 1.26) still revealing that respondents agree with this statement.

Table 21. Item Ratings For the Self-Assurance Scale For Carter's (1989) Leadership and Personal Development Inventory Reconfigured Life Skills Scales

Items	*M*[a]	*SD*
67. I understand myself.	6.12	1.07
70. I can lead a discussion.	5.79	1.26
72. I can cooperate and work in a group.	6.44	.67
75. I am sure of my abilities.	6.17	.93
76. I can accept who I am.	6.48	.86

Note. Self-Assurance Scale Grand Mean: $M = 6.20$, $SD = .70$.
[a]The range of responses was 1 to 7. The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree).

Difference in the Personal and Leadership Life Skills Development Among Groups

Objective three was to compare the personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) by whether Louisiana high school students participate in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching. Table 22 shows, through the analysis of variance, that no significant difference exists in the personal and leadership life skills development sub-scale scores among the three groups at the .05 significance level.

Relationships Between Personal and Leadership Life Skills Development and Personal Characteristics

Objective four was to determine if a relationship existed between personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) and the following selected personal characteristics of Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer

Table 22. Comparison Of the Personal and Leadership Life Skills Development Sub-Scale Scores Among 4-H Junior Leader Club Members, CHARACTER COUNTS! Peer Teachers, and Both 4-H JLC/CC Peer Teachers

Reconfigured Life Skills Scales	Group M/SD			*SS*	*df*	*MS*	*F*	*p*
	Junior Leader Club	CC[a]	Both					
Group Cohesiveness[b]	5.59	5.65	5.56					
Between Groups	.15	.15	.16	.23	2	.12	.18	.84
Within Group				103.69	159	.65		
Total				103.92	161			
Group Drive[b]	5.64	5.89	5.74					
Between Groups	.15	.15	.17	1.81	2	.90	1.31	.27
Within Group				108.80	158	.69		
Total				110.61	160			
Group Interaction[c]	5.98	6.07	5.88					
Between Groups	.12	.12	.13	.93	2	.47	1.04	.36
Within Group				69.81	156	.45		
Total				70.74	158			
Group Directing[c]	4.58	4.37	4.50					
Between Groups	.19	.19	.20	.30	2	.64	.63	.53
Within Group				159.27	157	1.01		
Total				160.56	159			
Guidance[b]	5.66	5.82	5.88					
Between Groups	.17	.17	.19	1.47	2	.73	.85	.43
Within Group				136.54	158	.86		
Total				138.01	160			
Citizenship[b]	6.36	6.43	6.35					
Between Groups	.11	.11	.12	.21	2	.10	.30	.74
Within Group				55.44	155	.36		
Total				55.65	157			
Self-Assurance[b]	6.24	6.18	6.17					
Between Groups	.13	.13	.14	.15	2	.08	.15	.86
Within Group				78.72	158	.50		
Total				78.88	160			

[a]CC=CHARACTER COUNTS! peer teacher. [b]The response categories were from 1.00- 1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree) for the Group Achievement and Personal Development Sections.
[c]The response categories were from 1.00- 1.49 (never), 1.50 - 2.49 (hardly ever), 2.50 - 3.49 (seldom), 3.50 - 4.49 (occasionally), 4.50 - 5.49 (usually), 5.50 - 6.49 (almost always), and 6.50 - 7.00 (always) for the Attitude Toward Group Work Section.

teaching and personal characteristics of Louisiana high school students who participated in selected leadership development activities. The personal characteristics included age, grade, gender, race, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught, years as a CC peer teacher, membership in other extracurricular activities, and grades in school. Table 22 shows the correlation coefficients for all personal characteristics as they relate to the seven reconfigured scales of personal and leadership life skills. All interpretations of correlation coefficients are based on descriptors proposed by Davis (1971) which are .70 or higher, very strong association; .50 to .69, substantial association; .30 to .49, moderate association; .10 to .29, low association; and .01 to .09, negligible association.

Data show that age *(r* = .18) and years in 4-H *(r* = .16) have a low association with group cohesiveness indicating that as the participants age and their years in 4-H increase so does their ability to work as part of a group or team. No relationship existed between group cohesiveness and grade, gender, race, place of residence, years in 4-H JLC, CC lessons taught, years as a CC peer teacher, membership in other extracurricular activities or grades in school.

The correlation coefficients for age *(r* = .20), grade *(r* = .16), and years as a CC peer teacher *(r* = .20) indicated a low association with group drive, suggesting that as these variables increase the ability of the group to achieve goals and do a good job increases. No relationship existed between group drive and the variables gender, race, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught, and membership in other extracurricular activities or grades in school.

The correlation coefficients for age *(r* = .20), gender *(r* = .22) and years as a CC peer teacher *(r* = .16) suggest a low association with group interaction. The correlation between gender and group interaction would indicate that females perceive they can listen better, have the

Table 23. Correlations Between Personal and Leadership Life Skills Development Sub-Scale Scores and Personal Characteristics

Variable		Group Cohesiveness	Group Drive	Group Interaction	Group Directing	Guidance	Citizenship	Self-Assurance
Age	*r*	.178	.197	.204	.067	.188	.127	.231
	P	.023	.012	.010	.403	.017	.113	.003
	N	162	161	159	160	161	158	161
Grade	*r*	.114	.158	.136	.062	.159	.106	.208
	P	.149	.045	.087	.435	.043	.184	.008
	N	162	161	159	160	161	158	161
[a]Gender	*r*	.011	.092	.221	-.151	.006	.266	.008
	P	.885	.248	.005	.057	.939	.001	.918
	N	162	161	159	160	161	158	161
Race (White)	r_{pb}	.031	-.010	.091	-.053	-.094	.086	.017
	P	.695	.903	.256	.507	.234	.284	.833
	N	162	161	159	160	161	158	161
Race (African-	r_{pb}	-.049	-.005	-.045	.028	.113	-.105	.030
American)	*P*	.535	.947	.569	.721	.155	.191	.702
	N	162	161	159	160	161	158	161
Race (Other)	r_{pb}	.018	.007	-.064	.026	-.010	.046	-.038
	P	.821	.930	.425	.748	.900	.565	.634
	N	162	161	159	160	161	158	161
Place of	r_{pb}	-.153	-.102	-.056	-.022	-.164	-.004	-.017
Residence:	*P*	.053	.201	.483	.779	.038	.957	.830
Farm	*N*	161	160	158	159	160	157	160
Place of	r_{pb}	.020	.059	.000	-.043	.042	-.076	.006
Residence:	*P*	.800	.455	.996	.587	.594	.342	.937
Town (<10,000)	*N*	161	160	158	159	160	157	160
Place of	r_{pb}	.154	-.011	.027	.133	.133	.078	-.010
Residence:	*P*	.050	.887	.733	.094	.093	.331	.899
City (<50,000)	*N*	161	160	158	159	160	157	160
Place of	r_{pb}	.009	.141	.122	-.133	.007	.105	.064
Residence:	*P*	.910	.076	.127	.094	.927	.190	.419
City (>50,000)	*N*	161	160	158	159	160	157	160
Years in 4-H	*r*	.156	.072	.002	.083	.100	-.022	.149
	P	.048	.365	.980	.296	.208	.785	.059
	N	162	161	159	160	161	158	161
Years in 4-H	*r*	.075	.047	.017	.035	.049	.026	.122
Junior Leader	*P*	.344	.559	.830	.665	.537	.746	.124
Club	*N*	160	159	158	159	159	157	159
[b]CC Lessons	*r*	.135	.078	.074	-.049	.087	.056	.088
Taught	*P*	.088	.327	.358	.540	.273	.489	.266
	N	161	160	158	159	160	157	160

(table con'd.)

Variable		Group Cohesiveness	Group Drive	Group Interaction	Group Directing	Guidance	Citizenship	Self-Assurance
Years as [b]CC Peer Teacher (Range: 0-5 years)	*r*	.146	.196	.159	-.076	.123	.130	.129
	P	.068	.014	.048	.346	.126	.109	.106
	N	158	157	155	156	157	154	157
[c]Grades in School	r_s	-.050	-.058	.053	.126	.178	.302	.257
	P	.535	.468	.516	.118	.026	.000	.001
	N	158	156	154	155	156	153	156
[d]Membership in Extracurricular Activities	*r*	-.004	.057	.053	.014	.181	.006	.181
	P	.958	.472	.509	.857	.021	.937	.022
	N	162	161	159	160	161	158	161

[a]Variable was dummy coded 1=male and 2=female. [b]CHARACTER COUNTS!. [c]Spearman rank correlation coefficient. Variable was coded 5=mostly A's, 4=mostly B's, 3=mostly C's, 2=mostly D's, and 1=mostly F's. [d]Participants held membership in multiple extracurricular activities. Variable was dummy coded as 1=yes to membership and 0=no to membership. Variable was then totaled. Participants could hold membership in 0-6 extracurricular activities.

planning be a group effort, and are confident in the ability of group members. Also, as age and number of years as a CC peer teacher increase, so does the individual's confidence in the ability of the group members, communication of goals and objectives to the group members, and a willingness to accept different ways of doing things. No relationship existed between group interaction and the variables grade, race, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught, or membership in extracurricular activities or grades in school.

No association existed between group directing and any of the variables (age, grade, gender, race, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught, years as a CC peer teacher or grades in school.)

The correlation coefficients for age (r = .19), grade (r = .16), membership in other extracurricular activities (r = .18), and grades in school (r_s = .18) show low associations to guidance. This would indicate that as the participants increased in age, grade, grades in school, and the number of extracurricular activities their perceived guidance skills also increased. The correlation coefficient for place of residence as a farm (r_{pb} = -.16) shows a low negative association to guidance indicating that youth living on farms perceive fewer guidance skills than

youth with non-farm residents. No association existed between guidance and gender, race, years in 4-H, years in 4-H JLC, CC lessons taught or years as a CC peer teacher.

The correlation coefficients for gender (r = .27) demonstrated a low association with citizenship and grades in school (r_s = .30) demonstrated a moderate association with citizenship. Being female had a low association with citizenship. As participants' grades in school increased there was an increase in positive attitudes toward voting and other indicators of citizenship. No association existed between citizenship and age, grade, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught or membership in extracurricular activities.

The correlation coefficients for age (r = .25), grade (r = .23), grades in school (r_s = .26) and membership in extracurricular activities (r = .18) suggest low associations with self-assurance. This would suggest that as their age, grade, grades in school and membership in extracurricular activities increased their perceived self-assurance increased. No association existed between self-assurance and gender, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught or years as a CC peer teacher.

Development of Louisiana 4-H Participants' Personal and Leadership Life Skills

Objective five sought to determine if a model existed that explained a significant portion of the variance in personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989). The variance explained by selected personal variables was controlled by forcing them into the regression equation prior to entering the variables of interest in this study, namely, whether Louisiana high school students had participated in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching.

The variables that were initially forced into the forward regression equations included those personal characteristics variables that were correlated at a level of .10 or higher with the dependent variables (scale means) as reported in Table 23. These variables were included in the regression equation so that any variance explained by these variables was controlled prior to assessing any additional variance attributable to the variables of most interest, namely participation in Junior Leader, CHARACTER COUNTS! or both programs.

In the initial regression analyses for three of the scale means, namely, Group Drive, Guidance, and Self-Assurance, it was determined that multicollinearity existed between age and grade in school. Hair, Anderson, Tathan and Black (1998) indicated that "Two of the more common measures for assessing both pairwise and multiple variable collinearity are (1) the tolerance value and (2) its inverse–the variance inflation factor (VIF). . . . Thus any variables with tolerance values below .19 (or above a VIF of 5.3) would have a correlation of more than .90" (p. 191, 193). For this study, the VIF values for the age and grade in school variables were 5.49 and 5.49, respectively, for the Group Drive scale, 5.62 and 5.96, respectively, for the Guidance scale, and 5.65 and 5.99, respectively, for the Self-Assurance scale. Based on these analyses, it was concluded that multicollinearity existed and the variable age was removed from the final regression analyses. Age was removed rather than grade in school because of the variation of ages in each school grade.

The forward multiple regression analysis determined that after controlling for those personal and demographic variables that were significantly related to each scale mean, only membership in 4-H JLC was a significant explanatory variable and only for one scale, self - assurance (r^2 = .02, p = .04). This is a small effect size according to Cohen's standards for

interpreting effect size (1988). Tables 24-26 show the multiple regression analyses for all seven scales.

Table 24 shows the multiple regression analysis for the sub-scales group cohesiveness and group drive. The analysis revealed that years in 4-H and age (r^2=.04, p=.04) explained 4% of the variance in the group cohesiveness scale. The analysis of the second scale, group drive,

Table 24. Forward Multiple Regression Analysis Of Personal and Leadership Life Skills On the Reconfigured Group Achievement Section From Carter's (1989) Leadership and Personal Development Inventory

Source Variation	***SS***	***df***	***MS***	***F***	***p***
Dependent Variable: Group Cohesiveness					
Regression	4.294	2	2.15	3.43	.04
Residual	99.630	159	.63		
Total	103.924	161			
Variables that entered the equation		***r^2***	***r^2 Chg***		***p***
Years in 4-H and age		.04	.04		.04
Variables that did not enter the equation				***t***	***p***
4-H Junior Leadership Club (JLC)				.00	1.00
CHARACTER COUNTS! (CC) peer teacher				1.01	.31
Both 4-H JLC/ CC peer teacher				-1.06	.29
Source Variation	***SS***	***df***	***MS***	***F***	***p***
Dependent Variable: Group Drive Scale					
Regression	2.76	1	2.77	4.08	.05
Residual	106.08	158	.67		
Total	110.61	160			
Variables that entered the equation		***r^2***	***r^2 Chg***		***p***
Grade		.03	.03		.05
Variables that did not enter the equation				***t***	***p***
4-H JLC				-.88	.38
CC peer teacher				1.11	.27
Both 4-H JLC/ CC peer teacher				-.35	.73

Note. 4-H Junior Leadership Club (JLC) and CHARACTER COUNTS! (CC). JLC, CC, and JLC/CC were dummy coded as 1=yes and 2=no.

revealed that the variable grade (r^2=.03, p=.05) explained 3% of the variance. The participation in the groups, 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H

Junior Leader Clubs and CHARACTER COUNTS! peer teaching did not explain any significant part of the variance in the model.

Table 25 shows the multiple regression analysis for the sub-scales group interaction and group directing. The analysis revealed that gender and age (r^2=.09, p=<.01) explained 9% of the variance in the group interaction scale. The analysis of the second scale, group directing, revealed that no variables explained any of the variance in the model. Also, the participation in

Table 25. Forward Multiple Regression Analysis Of Personal and Leadership Life Skills On the Reconfigured Attitude toward group work Section From Carter's (1989) Leadership and Personal Development Inventory

Source Variation	***SS***	***df***	***MS***	***F***	***p***
Dependent Variable: Group Interaction Scale					
Regression	6.63	2	3.32	8.07	<.01
Residual	64.11	156	.41		
Total	70.74	158			
Variables that entered the equation		***r^2***	***r^2 Chg***		***p***
Gender[a] and age		.09	.09		<.01
Variables that did not enter the equation				***t***	***p***
4-H JLC				1.30	.20
CC peer teacher				.38	.70
Both 4-H JLC/ CC peer teacher				-1.77	.08
Source Variation	***SS***	***df***	***MS***	***F***	
Dependent Variable: Group Directing[b]					

Note. JLC = 4-H Junior Leadership Club; CC = CHARACTER COUNTS!. JLC, CC, and JLC/CC were dummy coded as 1=yes and 2=no.
[a]Variable was dummy coded 1=male and 2=female. [b]No association existed between group directing and any of the variables (age, grade, gender, race, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught, years as a CC peer teacher or grades in school, membership in one to six extracurricular organizations.)

Table 26. Forward Multiple Regression Analysis Of Personal and Leadership Life Skills On the Reconfigured Personal Development Section From Carter's (1989) Leadership and Personal Development Inventory

Source Variation	***SS***	***df***	***MS***	***F***	***p***
Dependent Variable: Guidance Scale					
Regression	10.97	4	2.74	3.56	<.01
Residual	115.57	150	.77		
Total	126.54	154			
Variables that entered the equation		***r^2***	***r^2 Chg***		***p***
Membership in extracurricular activities[a], place of residence (farm), grades in school, grade		.09	.09		<.01
Variables that did not enter the equation				***t***	***p***
4-H JLC				.19	.85
CC peer teacher				-.01	.99
Both 4-H JLC/ CC peer teacher				.39	.70

Source Variation	***SS***	***df***	***MS***	***F***	
Dependent Variable: Citizenship Scale					
Regression	7.45	2	3.72	11.96	<.01
Residual	46.72	150	.31		
Total	54.17	152			
Variables that entered the equation		***r^2***	***r^2 Chg***		***p***
Grades in school and gender[b]		.14	.14		<.01
Variables that did not enter the equation				***t***	***p***
4-H JLC				.37	.71
CC peer teacher				-.07	.94
Both 4-H JLC/ CC peer teacher				-.11	.91

Source Variation	***SS***	***df***	***MS***	***F***	
Dependent Variable: Self-Assurance Scale					
Regression	10.22	5	2.04	4.85	<.01
Residual	63.22	152	.42		
Total	73.44	155			
Variables that entered the equation		***r^2***	***r^2 Chg***		***p***
Membership in extracurricular activities[a], grades in school, grade		.12	.12		<.01
4-H Junior Leadership Club (JLC)		.14	.02		.04

(table con'd.)

Source Variation	***SS***	***df***	***MS***	***F***	***p***
Variables that did not enter the equation				***t***	***p***
CHARACTER COUNTS! (CC) peer teacher				-.67	.51
Both 4-H JLC/ CC peer teacher				.64	.53

Note. 4-H Junior Leadership Club (JLC) and CHARACTER COUNTS! (CC). JLC, CC, and JLC/CC were dummy coded as 1=yes and 2=no.
[a]Participants held membership in multiple extracurricular activities. The values for the variable, extracurricular activities, ranged from 1-6, indicating the number of activities in which the student participated. Place of residence (farm) was was dummy coded as 1=yes if the student lived on a farm and 0=no if they did not live on a farm. [b]Variable was dummy coded 1=male and 2=female.

the groups, 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching did not explain any significant part of the variance in the model either.

Table 26 shows the multiple regression analysis for the sub-scales guidance, citizenship and self-assurance. The analysis revealed that membership in extracurricular activities, place of residence (farm), grades in school, and grades *(r^2*=.09, *p*=<.01) explained 9% of the variance in the guidance scale. The analysis of the second scale, citizenship, revealed that the variable grades in school and gender *(r^2*=.14, *p*=<.01) explained 14% of the variance. The participation in the groups, 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching did not explain any significant part of the variance in the model for the scales leadership and citizenship. However, the third scale, self-assurance, analysis revealed that membership in extracurricular activities, grades in school, and grades *(r^2*=.12, *p*=<.01) explained 12% of the variance in the self-assurance scale and participation in the 4-H Junior Leader Club *(r^2*=.02, *p*=.04) explained 2% of the variance in the scale. The participation in the groups, CHARACTER COUNTS! peer teaching, or both 4-H

Junior Leader Clubs and CHARACTER COUNTS! peer teaching did not explain any significant part of the variance in the model.

CHAPTER 5: SUMMARY AND CONCLUSIONS

of the group members, communication of goals and objectives to the group members, and a willingness to accept different ways of doing things. No relationship existed between group of the group members, communication of goals and objectives to the group members, and a willingness to accept different ways of doing things. No relationship existed between group

Summary of Purpose and Objectives of the Study

The purpose of this study was to compare self-reported perceptions of personal and leadership life skills (Carter, 1989) development of Louisiana high school 4-H leadership activity participants by whether they participate in the 4-H Junior Leader Club (JLC), CHARACTER COUNTS! (CC) peer teaching programs or both 4-H JLC and CC peer teaching. A formal community service-learning project, CHARACTER COUNTS! peer teaching has six hours of participation in one project area that incorporates a structured reflection piece as part of the overall service-learning experience. The 4-H Junior Leader Club implements a one time non-formal community service project that does not incorporate a reflection piece.

For the purpose of this study, life skills were defined as ". . . learned psycho-social skills which include some non-academic skills, attitudes and behaviors such as anxiety management, effective interpersonal relationship behaviors and development of the skill of decision making and problem solving. They involve the use of knowledge, skills and experience to meet everyday needs in a variety of situations and help people function as adults in society"(Gobeli, 1989). The life skills explored in this study were personal and leadership life skills as defined in Carter's (1989) Leadership and Personal Development Inventory.

The objectives of the study were a) to describe Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching on the following selected demographic characteristics: age, grade in school, gender, ethnicity, place of residence, years in 4-H, membership in other extracurricular activities, and grades in school; b) to describe Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching on personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989); c) to compare the personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) by whether Louisiana high school students participate in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching; d) to determine if a relationship exists between personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) and the following selected demographic characteristics of Louisiana high school students who participate in 4-H Junior Leader Clubs and/or CHARACTER COUNTS! peer teaching: age, grade in school, gender, ethnicity, place of residence, years in 4-H, membership in extracurricular activities, and grades in school; and e) to determine if a model exists explaining a significant portion of the variance in personal and leadership life skills development as measured by the Leadership and Personal Development Inventory (Carter, 1989) from whether Louisiana high school students participate in 4-H Junior Leader Clubs, CHARACTER COUNTS! peer teaching, or both 4-H Junior Leader Clubs and CHARACTER COUNTS! peer teaching.

Summary of Review of Literature

William James, John Dewey and William Heard Kilpatrick, along with C.S. Pierce, laid the groundwork for life skills development through "learning by doing" and service to the community. Life skills are developed through 4-H subject matter projects and community service-learning projects. The development of life skills allows youth to cope with their environment by making responsible decisions, having a better understanding of their values, and being better able to communicate and get along with others (Boyd, Herring, & Briers, 1992).

Boyd (2001), Carter and Spotanski (1989), Duncan (2000), Guidry (1988), Mabry (1998), Mefford, (1999), Miller (1991), Richey (2000), Seevers and Dormody (1994), Thomason (1992), and Waguespack (1988), conducted studies to look at high school 4-H participants/members self-reported perceptions of personal and leadership life skills development. The review of literature reveals in detail the findings of these studies.

Personal characteristics were also explored for relationships with perceived personal and leadership life skills development. The literature shows personal characteristics having influence on personal and leadership life skills development.

Summary of Methodology

The target population for this study was all high school students who participated in either the CHARACTER COUNTS! peer teaching program or the 4-H Junior Leader Club. Therefore, this study was limited to those parishes that have both a CC peer teaching program and a 4-H JLC. Parish level 4-H agents were asked to submit a mailing list of CC peer teachers and 4-H JLC participants. A population (N = 1,193) of high school students who participate in either the CC peer teaching program or the 4-H JLC was used for this study. A survey instrument was mailed to 321 high school students with 165 surveys returned.

The survey instrument for this study was the Leadership and Personal Development Inventory developed by Richard Carter (1989). The inventory included three sections: (1) Group Achievement, (2) Attitude toward group work, (3) Personal Development. Personal information about the survey participant was added by the researcher to account for demographic characteristics. Data were analyzed using means, standard deviations, percentage, factor analysis, analysis of variance, correlation coefficients, and multiple regression.

Summary of Findings

The sample consisted of 321 youth and a delivered sample of 165 (44.2%). The demographics of the respondents revealed that the average age of the respondents was 15 years with a range from 12-19 years of age. The average grade in school was 10th grade with a range from 7th to 12th grades. The majority of the respondents were female, white, and lived in towns with a population under 10,000. Participants' overall grades in school were mostly A's (n = 77) and B's (n = 61).

Since 2 of Carter's 10 scales possessed minimal reliability, factor analysis was used to determine if the scales reported by Carter (1989) in his Iowa studies were valid for Louisiana youth. Exploratory factor analysis was conducted on Carter's original 3 sections (group achievement, attitude toward group work, and personal development) of the Leadership and Personal Development Inventory using a minimum factor loading coefficient of .40. Three separate factor analyses were used, one for each of the three sections of the instrument (group achievement, attitude toward group work, personal development). These factor analyses revealed that sixteen of the items did not load onto the 10 sub-scales reported by Carter. The 10 scales were revised into only seven scales. The seven reconfigured scales were group cohesiveness, group drive, group interaction, group directing, guidance, citizenship and self-

assurance. For six of the scales, the mean scores indicate the respondents, members of the 4-H JLC and/or CC peer teachers, almost always feel and/or agree with the Inventory items that indicate they exhibit characteristics of these life skills. The response categories on the citizenship, self-assurance, guidance, group drive, and group cohesiveness scales was from 1.00-1.49 (strongly disagree), 1.50 - 2.49 (disagree), 2.50 - 3.49 (slightly disagree), 3.50 - 4.49 (neither agree nor disagree), 4.50 - 5.49 (slightly agree), 5.50 - 6.49 (agree), and 6.50 - 7.00 (strongly agree). The response categories on the group interaction and group directing scales was from 1.00- 1.49 (never), 1.50 - 2.49 (hardly ever), 2.50 - 3.49 (seldom), 3.50 - 4.49 (occasionally), 4.50 - 5.49 (usually), 5.50 - 6.49 (almost always), and 6.50 - 7.00 (always). Only one scale, group directing, had a mean score below 5 (4.49) which would indicate respondents occasionally have feelings toward the statements. Four scales, group cohesiveness, group drive, group interaction and guidance, had mean scores above 5.50. Two scales, citizenship and self-assurance had mean scores 6.38 (*SD* = .59) and 6.20 (*SD* = .68) respectively, suggesting somewhat greater agreement with the statements associated with those scales.

Does a difference exist in the perceived personal and leadership life skills of those participating in (a) 4-H JLC alone, (b) in CC peer teaching alone and (c) both 4-H JLC and CC peer teaching? Through analysis of variance, no significant difference among the three groups was shown at the .05 significance level.

Determining if relationships exist between personal and leadership life skills development and personal characteristics of high school students who participate in selected leadership development activities was examined next. The personal characteristics included age, grade, gender, race, place of residence, years in 4-H, years in 4-H JLC, CC lessons taught, years as a CC peer teacher, membership in other extracurricular activities, and grades in school. Data

showed that age (r = .18) and years in 4-H (r = .16) have a low association with group cohesiveness. Age (r = .20), grade (r = .16), and years as a CC peer teacher (r = .20) indicated a low association with group drive. Age (r = .20), gender (r = .22) and years as a CC peer teacher (r = .16) suggest a small correlation with group interaction. No association existed between group directing and any of the variables. Age (r = .19), grade (r = .16), membership in other extracurricular activities (r = .18) and grades in school (r = .18) show low association to guidance. Place of residence farm (r = -.16) showed a low negative association with guidance. Gender (r = .27) demonstrated a low association with citizenship, while grades in school (r = .30) demonstrated a moderate association. Age (r = .25), grade (r = .23), grades in school (r = .26) and membership in extracurricular activities (r = .18) suggest low association with self-assurance.

The final objective of the study was to determine if participation in 4-H JLC, CC peer teaching, or in both 4-H JLC and CC peer teaching programs explains a significant amount of variance in the development of Louisiana 4-H participants' personal and leadership life skills. Results showed that only participation in 4-H JLC explained a significant but small amount of variance and only for the self-assurance scale.

Conclusions

Caution should be exercised in generalizing these findings beyond the respondents. One of the seven scale means (Group Directing) was significantly different between the mail and follow-up responses (t = 2.65, p = <.01); therefore, the findings cannot be generalized to the population studied.

Objective one was to describe the personal characteristics of respondents. Louisiana high school 4-H leadership participants are typically 15 years old, female, white, live in towns with a

population under 10,000 and receive mostly A's and B's in high school. The 4-H leadership participants in 4-H JLC have been 4-H members five years and members in 4-H JLC for one year. The 4-H participants in CC peer teaching have been CC peer teachers for one year and taught seven lessons over that period of time. The 4-H JLC members and CC peer teachers have participated in their given activity for approximately the same amount of time. They have not however, been involved either in 4-H JLC or CC peer teaching long term (more than 3 years). Because respondents perceive their grades in school as mostly A's and B's, this would indicate that participants are the better students. In this study, 15 was the majority age, possibly indicating that Louisiana 4-H is not appealing to the older high school age group. While the majority of participants in this study lived in towns with a population below 10,000, the majority of the state's population lives in urban areas. Finally, in this study the majority of the participants were female and white, possibly concluding that Louisiana 4-H is not targeting a diverse audience through its programming efforts.

Objective two was to determine personal and leadership life skills of Louisiana high school 4-H leadership participants who are 4-H JLC members and/or CC peer teachers. The mean scores for the scales citizenship, self-assurance, guidance, group drive, and group cohesiveness indicates that participants "agree" they perceive the items on those scales. They "almost always" perceive the items on the group interaction scale and "occasionally" they perceive the items on the group directing scale. While the participants perceive the scale items of the seven life skills constructs, group cohesiveness, group drive, group interaction, group directing, guidance, citizenship and self-assurance, to some degree, there is room to strengthen their life skill development. This study provides evidence that Louisiana high school 4-H leadership participants who are in the 4-H JLC (community service) and/or CC peer teachers

(service-learning) agree in various degrees with the Leadership and Personal Development Inventory items that indicate they demonstrate personal and leadership life skills.

Objective three was to determine if differences exist in perceived life skill development by participation in (a) 4-H JLC alone, (b) in CC peer teaching alone and (c) both 4-H JLC and CC peer teaching. Results showed no difference exists in the perceived personal and leadership life skills development among these three groups on any of the seven reconfigured life skills development constructs, group cohesiveness, group drive, group interaction, group directing, guidance, citizenship, and self-assurance. The study suggests that 4-H participants who are members of the 4-H JLC and are participating in less structured community service projects are just as likely to perceive their personal and leadership life skills development at the same level as those 4-H participants who are involved in a more structured community service-learning project as a CC peer teacher. This would indicate that the participants in this study are developing skills on the same level in either 4-H JLC or as a CC peer teacher. Likewise, those participating in both did not perceive life skill development at a significantly higher level. It is also possible that years in 4-H and involvement in other 4-H activities may have comparable impact on life skills development as the CC peer teaching. The CC peer teaching experience, while formal in design, may not be as comprehensive nor long enough to show significant differences compared to the 4-H JLC experience.

The fourth objective was to determine if relationships existed between personal and leadership life skills development and personal characteristics of Louisiana high school students who participated in selected 4-H leadership development activities.

- As age and years as a CC peer teacher increase, their group interaction skills tend to increase.

- As age and years in 4-H increase, their group cohesiveness tends to increase.
- No association existed between group directing and any of the characteristics.
- As age, grade, and years as a CC peer teacher increase, their group drive skills increase.
- As age, grade, membership in other extracurricular activities, and grades in school increase, their guidance skills increase. However, if their place of residence is a farm, there is a low negative association to guidance.
- If gender is female, their citizenship skills increase, and the higher their perceived grades in school, the more their citizenship skills increase.
- As age, grade, grades in school, and membership in extracurricular activities increase, so do their self-assurance skills.

A relationship does exists between age and years as a CC peer teacher on both the group interaction scale and the group drive scale. This would indicate that the longer a participant is involved in CC peer teaching and the older they are the higher they perceive the development of these skills. This strengthens the idea that long term involvement (service-learning) in a service project builds skill level on these two scales in participants. Also, a relationship exists between age and years in 4-H on the group cohesiveness scale. This would indicate that the longer a participant was a 4-H member the higher their perceived skill level in group cohesiveness. A relationship exists between age, grade, membership in extracurricular activities, and grades in school on the guidance and self-assurance scales. Since no relationship exists between these two scales and 4-H high school leadership activities, it would suggest that participants involved in these groups do not perceive their skill development to be related to involvement in these groups.

The final objective was to determine if participation in 4-H JLC, CC peer teaching, or in both 4-H JLC and CC peer teaching programs can contribute to a model explaining variance in

development of Louisiana 4-H participants' personal and leadership life skills development. Membership in 4-H JLC explains a small amount of the variance (2.4%) in the development of personal and leadership life skills after variance in personal and demographic variables is controlled. The variables, CC peer teaching or both 4-H JLC/CC peer teaching, do not explain any variance in personal and leadership life skills development. There is no evidence in this study that participation in CC peer teaching or both 4-H JLC/CC peer teaching explains the development of life skills on the seven scales, group cohesiveness, group drive, group interaction, group directing, guidance, citizenship and self-assurance. While membership in 4-H JLC explains a small amount of the variance in the development of personal and leadership life skills, participation in Louisiana 4-H high school leadership activities overall does not increase the perceived development of personal and leadership life skills among its participants. In addition, personal characteristics other than those related to 4-H were more likely to show correlation to personal and leadership life skills development. Again, it is possible that the CC peer teaching experience does not afford enough opportunities for practicing leadership skills over time to contribute to leadership development.

Recommendations

Louisiana 4-H should strive to offer high school leadership activities that can compete with other extra curricular activities to impact the development of personal and leadership life skills. Louisiana 4-H needs to actively recruit high school members at the early end of the age continuum. There is then a need to keep those members active in the high school leadership activities long-term. Participants should be given the opportunity to participate in decision making in the planning and implementation of these activities. One such way would be to include reflection as part of every activity. This would give 4-H participants the opportunity to

understand the context of their projects, discuss their feelings and concerns, and suggest ways to ensure greater success.

In this study, 15 was the majority age possibly indicating that Louisiana 4-H should focus its efforts on the younger (13-15 years) age group to develop high school leadership activities. Also, there needs to be more of a long term commitment among the participants in 4-H JLC members and CC peer teachers. Examining the reward system for these participants could influence long-term participation. Finally, Louisiana 4-H must look at where its audience resides. While the majority of participants in this study lived in towns with a population below 10,000, the majority of the state's population lives in urban areas. Additional staffing and member recruitment in urban areas would increase leadership opportunities for urban youth.

The Carter (1989) Leadership and Personal Development Inventory considered personal and leadership life skills. Because the instrument was designed to measure the self-reported personal and leadership life skills development for high school students, this instrument may also be used to assess the personal and leadership life skills development of other Louisiana high school 4-H participants in other parishes.

Further research should consider using the researcher's reconfigured scales from Carter's (1989) Leadership and Personal Development Inventory survey to study 4-H participants involved in a more structured 4-H experience that has requirements to complete membership. For example, 4-H JLC members would have to attend a certain number of club meetings, teach a certain number of educational classes, plan and implement a community service-learning project and complete a certain number of activities in the 4-H Leadership project book. This group could then be compared with a 4-H JLC that just requires membership to be a participant.

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APPENDIX A: LEADERSHIP AND PERSONAL DEVELOPMENT INVENTORY

Part 1. GROUP ACHIEVEMENT

Directions: Read each of the following statements carefully. After reading each statement, use the scale provided to rate your feelings toward the statement. If you choose a "1" it would indicate that you strongly disagree with the statement, a "4" would mean that you neither agree nor disagree and a "7" would indicate that you strongly agree with the statement. You may use any number on the scale.

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Slightly Disagree	Neither Agree Nor Disagree	Slightly Agree	Agree	Strongly Agree

1.	Our group is really close.	1	2	3	4	5	6	7
2.	A few members of our group initiate most of the actions and decisions.	1	2	3	4	5	6	7
3.	Group members want to do a good job.	1	2	3	4	5	6	7
4.	Members allow other activities to interfere with their participation in the group.	1	2	3	4	5	6	7
5.	Our group is enthusiastic about its activities.	1	2	3	4	5	6	7
6.	Our group achieves its goals.	1	2	3	4	5	6	7
7.	Group meetings are conducted efficiently.	1	2	3	4	5	6	7
8.	Members like working on group activities.	1	2	3	4	5	6	7
9.	Members follow through with assigned responsibilities.	1	2	3	4	5	6	7
10.	Members are pressured to participate in group activities.	1	2	3	4	5	6	7
11.	Our group does a good job.	1	2	3	4	5	6	7
12.	Members take an active part in the group.	1	2	3	4	5	6	7
13.	Members readily volunteer for activities.	1	2	3	4	5	6	7
14.	Our group is the best group in the school.	1	2	3	4	5	6	7
15.	Members of the group are best friends with each other.	1	2	3	4	5	6	7
16.	Our group works well together.	1	2	3	4	5	6	7
17.	Group members are friendly.	1	2	3	4	5	6	7
18.	Group discussions are too long.	1	2	3	4	5	6	7
19.	Our group continually evaluated its progress.	1	2	3	4	5	6	7
20.	Members assume responsibility in the group.	1	2	3	4	5	6	7
21.	Members feel comfortable with the leadership of our group.	1	2	3	4	5	6	7
22.	Members understand what they are to do.	1	2	3	4	5	6	7
23.	Members enjoy working with each other.	1	2	3	4	5	6	7
24.	Members can depend upon each other for help.	1	2	3	4	5	6	7
25.	Our group needs more time to work on its tasks.	1	2	3	4	5	6	7
26.	Group activities are well planned and conducted.	1	2	3	4	5	6	7
27.	Members support group decisions.	1	2	3	4	5	6	7

Part 2. YOUR ATTITUDE TOWARD GROUP WORK

Directions: Read each of the following statements carefully. After reading each statement, use the scale provided to rate your feelings toward the statement. If you choose a "1" it would indicate that you strongly disagree with the statement, a "4" would mean that you neither agree nor disagree and a "7" would indicate that you strongly agree with the statement. You may use any number on the scale.

1	2	3	4	5	6	7
Never	Hardly Ever	Seldom	Occasionally	Usually	Almost Always	Always

28.	I prefer to do things myself to ensure they get done.	1	2	3	4	5	6	7
29.	I am confident of my own abilities.	1	2	3	4	5	6	7
30.	If it needs to be done right, only I can do it.	1	2	3	4	5	6	7
31	It is important that group members understand the goals and objectives of the group.	1	2	3	4	5	6	7
32.	I spend time doing work for other group members which they could do for themselves.	1	2	3	4	5	6	7
33.	I listen carefully to opinions of group members	1	2	3	4	5	6	7
34.	I have problems in leading a group.	1	2	3	4	5	6	7
35.	I am willing to accept different ways of doing things.	1	2	3	4	5	6	7
36.	The important thing is not who gets credit, but that the job gets done.	1	2	3	4	5	6	7
37.	I believe that group members are responsible persons.	1	2	3	4	5	6	7
38.	Committees are an effective way of carrying out group activities.	1	2	3	4	5	6	7
39.	I trust others.	1	2	3	4	5	6	7
40.	I am able to communicate goals and objectives to group members.	1	2	3	4	5	6	7
41.	The planning of activities should be a group effort.	1	2	3	4	5	6	7
42.	It is easier to do things myself.	1	2	3	4	5	6	7
43.	I feel comfortable being a group leader.	1	2	3	4	5	6	7
44.	I am willing to share power and prestige with other group members.	1	2	3	4	5	6	7
45.	I feel compelled to constantly check on the progress of the group.	1	2	3	4	5	6	7
46.	I know which group members have the interest and ability to do a certain task.	1	2	3	4	5	6	7
47.	I am confident in the ability of group members.	1	2	3	4	5	6	7
48.	I believe in dividing the work among group members.	1	2	3	4	5	6	7
49.	I believe group members are capable.	1	2	3	4	5	6	7
50.	I am able to check on the progress of group activities without interfering.	1	2	3	4	5	6	7
51.	The leader needs to know the group members well enough to have an idea of their interests and abilities.	1	2	3	4	5	6	7
52.	I am a good listener.	1	2	3	4	5	6	7

Part 3. PERSONAL DEVELOPMENT INVENTORY

Read each of the following statements carefully. After reading each statement, use the scale provided to rate your feelings toward the statement. If you choose a "1" it would indicate that you strongly disagree with the statement, a "4" would mean that you neither agree nor disagree and a "7" would indicate that you strongly agree with the statement. You may use any number on the scale.

1 Strongly Disagree	2 Disagree	3 Slightly Disagree	4 Neither Agree Nor Disagree	5 Slightly Agree	6 Agree	7 Strongly Agree

53.	I get along with people around me.	1	2	3	4	5	6	7
54.	I have a realistic opinion of myself.	1	2	3	4	5	6	7
55.	I am recognized as a leader by those of my own age.	1	2	3	4	5	6	7
56.	I enjoy learning about people with different backgrounds and experiences.	1	2	3	4	5	6	7
57.	I feel change is a part of life.	1	2	3	4	5	6	7
58.	I live by the beliefs I have learned.	1	2	3	4	5	6	7
59.	I feel responsible for my actions.	1	2	3	4	5	6	7
60.	I realize there is often more than one answer to any problem.	1	2	3	4	5	6	7
61.	I believe that every citizen should vote when they are of age.	1	2	3	4	5	6	7
62.	I set goals that I want to reach.	1	2	3	4	5	6	7
63.	I am respected by others my age.	1	2	3	4	5	6	7
64.	I can explain difficult ideas to others to help them understand.	1	2	3	4	5	6	7
65.	I am willing to listen to the ideas of others.	1	2	3	4	5	6	7
66.	I can express my opinions when I feel they are important.	1	2	3	4	5	6	7
67.	I understand myself.	1	2	3	4	5	6	7
68.	I respect the property of others.	1	2	3	4	5	6	7
69.	I try to understand how I fit into today's society.	1	2	3	4	5	6	7
70.	I can lead a discussion.	1	2	3	4	5	6	7
71.	I understand the importance of developing values.	1	2	3	4	5	6	7
72.	I can cooperate and work in a group.	1	2	3	4	5	6	7
73.	I understand the difference between right and wrong.	1	2	3	4	5	6	7
74.	I respect the opinions, feelings, and emotions of people of different ages.	1	2	3	4	5	6	7
75.	I am sure of my abilities.	1	2	3	4	5	6	7
76.	I can accept who I am.	1	2	3	4	5	6	7

Part 4. INFORMATION ABOUT YOU.

Please respond to the following questions.

1. What is your age? _____
2. In which grade are you enrolled? _____
3. Gender: ____ Male ____ Female
4. How do you describe yourself?
   - ___ White (only)
   - ___ Black or African-American (only)
   - ___ Black & White
   - ___ Hispanic
   - ___ Asian/Pacific Islander
   - ___ American Indian or Alaskan Native
   - ___ Balance (other combinations)
5. Where do you live?
   - ___ Farm
   - ___ Town (population under 10,000)
   - ___ Town and city (population between 10,001-50,000)
   - ___ City over 50,000
6. In which group do you participate?
   - _____ Junior Leader Club
   - _____ CHARACTER COUNTS! Peer Teacher
   - _____ Both (Junior Leader & CHARACTER COUNTS! Peer Teacher)
7. How many years have you participated in 4-H? _____
8. How many years have you been in the parish 4-H Junior Leadership Club? _____
9. How many times have you taught the CHARACTER COUNTS! lessons? _____
10. How many years have you been a CHARACTER COUNTS! peer teacher? _____
11. To which of the following extracurricular activities do you belong? (Do not include 4-H)
    - ____ Student Government
    - ____ Departmental Clubs (science club, math club, FFA, FHA, etc.)
    - ____ Varsity athletics
    - ____ Special interest groups (chess, drill team, girl and boy scouts, etc.)
    - ____ School or community service organization (BETA, etc.)
    - ____ Church
12. My overall high school grades are: (please check the one that indicates your grades)
    - ____ Mostly A's
    - ____ Mostly B's
    - ____ Mostly C's
    - ____ Mostly D's
    - ____ Mostly F's

Return by (Date) to:

Connie S. Phelps, 4-H Youth Development Specialist, PO Box , Little Rock, AR

APPENDIX B: CONSENT FORM FOR FIRST MAILING

April 18, 2003

Dear Survey Participant:

We want to thank you for choosing to participate in 4-H Junior Leadership and/or CHARACTER COUNTS! peer teaching. Because of your commitment to these 4-H programs, not only are you building life skills but you are influencing other youth in positive life skills development. You have been identified by either the parish 4-H agent or school CHARACTER COUNTS! coordinator to participate in this very important study. We need your help to learn how 4-H programs are helping youth your age to develop life skills. You can help us by answering the following questions. YOU are very important to us and we would like to hear your opinions.

This is not a test. There are no right or wrong answers. The survey is divided into 4 parts asking you questions about group achievement, your attitude toward group work, personal development questions, and information about you.

Your name will not appear on this survey. We'll look at everyone's answers together to help learn what life skills you think you have developed by participating in a 4-H program. Your participation is strictly voluntary.

Please sign below to state your agreement to participate in this study. Also, we would like for your parent or guardian to sign giving their permission for you to participate in this study.

We look forward to your responses and thank you for your help with this important 4-H study.

Sincerely,

Connie S. Phelps
4-H Youth Development Specialist

Terril D. Faul
Department Head, 4-H

_____
Participant's signature

_____
Parent's signature

APPENDIX C: CONSENT FORM FOR SECOND MAILING

May 2, 2003

Dear Survey Participant:

We want to thank you for participating in 4-H Junior Leadership and/or CHARACTER COUNTS! peer teaching. Because of your commitment to these 4-H programs, not only are you building life skills but you are influencing other youth in positive life skills development. You were identified in April by either the parish 4-H agent or school CHARACTER COUNTS! coordinator to participate in this very important study. We have not heard from you and would very much like to receive your answers to the enclosed survey. We truly need your help to learn how 4-H programs are helping youth your age to develop life skills. YOU are very important to us and we would like to hear your opinions.

This is not a test. There are no right or wrong answers. The survey is divided into 4 parts asking you questions about group achievement, your attitude toward group work, personal development questions, and information about you.

Your name will not appear on this survey. We'll look at everyone's answers together to help learn what life skills you think you have developed by participating in a 4-H program. Your participation is strictly voluntary.

Please sign below to state your agreement to participate in this study. Also, we would like for your parent or guardian to sign giving their permission for you to participate in this study.

We look forward to your responses and thank you for your help with this important 4-H study.

Sincerely,

Connie S. Phelps
4-H Youth Development Specialist

Terril D. Faul
Department Head, 4-H

_____
Participant's signature

_____
Parent's signature

APPENDIX D: CONSENT FORM FOR THIRD MAILING

May 18, 2003

Dear Survey Participant:

We want to thank you for participating in 4-H Junior Leadership and/or CHARACTER COUNTS! peer teaching. Because of your commitment to these 4-H programs, not only are you building life skills but you are influencing other youth in positive life skills development. You were identified in April by either the parish 4-H agent or school CHARACTER COUNTS! coordinator to participate in this very important study. We have not heard from you and would very much like to receive your answers to the enclosed survey. We truly need your help to learn how 4-H programs are helping youth your age to develop life skills. YOU are very important to us and we would like to hear your opinions.

This is not a test. There are no right or wrong answers. The survey is divided into 4 parts asking you questions about group achievement, your attitude toward group work, personal development questions, and information about you.

Your name will not appear on this survey. We'll look at everyone's answers together to help learn what life skills you think you have developed by participating in a 4-H program. Your participation is strictly voluntary.

Please sign below to state your agreement to participate in this study. Also, we would like for your parent or guardian to sign giving their permission for you to participate in this study.

We look forward to your responses and thank you for your help with this important 4-H study.

Sincerely,

Connie S. Phelps
4-H Youth Development Specialist

Terril D. Faul
Department Head, 4-H

_____
Participant's signature

_____
Parent's signature

APPENDIX E: E-MAIL TO 4-H AGENT REQUESTING FOLLOW-UP ON THIRD MAILING

May 16, 2003

Dear agent's name:

I hope all is well in Louisiana and that you have had a great 4-H year! I will say this past year has been interesting, but not one that I want to remember fondly. With all that has happened in my personal life, my dissertation has been slow in moving ahead. I NEED your help in order to accomplish the goal of completing my dissertation.

I require 21 more subjects in order to reach my goal for my research. This is the third mailing and that is where you come in. I have sent a 3rd survey to the following participants from you parish (names were inserted). These youth were names that you sent when I requested last January. I would be most appreciative if you wold call these participants to confirm that they have completed the survey and returned to me. I have mailed them the survey with a return, stamped envelope. I just need them to complete and drop in the mail. Your help will secure that this mailing is successful. Would you please take a few minutes to contact these young people? I would be most appreciative.

While I do miss my friends and co-worker's in Louisiana, being near my family has been wonderful. I hope you have a successful summer in 4-H and if I can ever be of help to you, please give me a call.

Sincerely,
Connie

APPENDIX F: PERMISSION TO USE CARTER'S LEADERSHIP AND PERSONAL DEVELOPMENT INVENTORY

From: Richard I Carter [ricarter@iastate.edu]
Sent: Friday, December 20, 2002 6:20 AM
To: cphelps@agctr.lsu.edu
Re: Re: Book?

Connie: I have attached electronic copies of the instrument in both PDF and Word formats. The Leadership & Personal Development Instrument was developed over a series of years. The instrument is described in the Journal of Agricultural Education, 30(4), Winter 1989. The instrument is the result of testing and refining of original instruments containing over 200 items. Please use the instrument in any way you can; credit would be appreciated - see documentation below.

The instrument is divided into three parts with scales within two of the three.
Part 1. Group Achievement
Group Drive: Questions 2,3,4,5,8,10,12,13,&20
Group Cohesiveness: Questions 1,14,15,16,17,21,23,24,&27
Group Productivity: Questions 6,7,8,11,18,19,22,25,&26
Total Group Achievement: Questions 1-27
Part 2. Attitude Toward Group Work
Questions 28-52
Part 3. Personal Development Inventory
Leadership: Questions 55,62,64,66,70,&72
Self Confidence: Questions 54,59,63,67,75,&76
Cooperation: Questions 53,57,60,65,72,&74
Citizenship: Questions 56,58,61,68,69,71,&73
Total PDI (Personal Development Inventory): Questions 53-76

If you have questions regarding the instrument, please contact me.
In regard to operational definitions, the following is a brief definition for each:
Drive = motivation and commitment of members within the group
Cohesiveness = the attraction between the group and its members
Follower Satisfaction = the members' positive feelings toward the group's activities and accomplishments, and their roles in the group
Productivity = degree of goal achievement
Leadership = level of ability to influence others in identifying and working toward the goals of the group
Self-Confidence = members' confidence in their ability to meet the challenges of life
Cooperation = the willingness (attitude) and ability (understanding and skills) to work with others for a common benefit

Citizenship = degree of character, citizenship and patriotism in accepting responsibility to participate and contribute to society

You can use the following for documentation:
Personal Development Inventory developed by Richard I. Carter as part of an Iowa Experiment Station Project 2385 entitled, “The Role of Youth Organizations for Students Interested in Agricultural Careers”, 1989.

VITA

Connie S. Phelps, is the daughter of Floyd H. and Virginia Phelps. She was born in Magnolia, Arkansas, in 1966. Connie grew up in Magnolia and Arkadelphia, Arkansas and graduated from Arkadelphia High School in 1984. Connie received her bachelor's degree in human ecology from Henderson State University in August 1988. After completing her undergraduate work, Connie attended graduate school at Louisiana Tech University in Ruston, Louisiana. She received her master of science degree in human ecology from Louisiana Tech University in May 1990.

Connie is a member of the National Association for Extension 4-H Agents and has held membership in Gamma Sigma Delta Honor Society. Her professional career started as a county agent with the University of Arkansas Cooperative Extension Service in 1990. She began work with the Louisiana State University AgCenter in 1991 as a parish 4-H agent and then served six years at the state level as an Extension Associate. In 1997, Connie returned to school to pursue her doctorate in the School of Human Resource Education and Workforce Development, and will receive the degree of Doctor of Philosophy. She is currently serving as an Assistant Professor 4-H Youth Development within the University of Arkansas Cooperative Extension Service.